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ABSTRACT

These classroom guides, designed to accompany the daily Cable News Network Newsroom broadcasts for the month of April, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered include: the Montana standoff between federal authorities and the Freemen; debunking myths about homelessness; police brutality caught on videotape; the plane crash involving Commerce Secretary Ron Brown; and the apprehension of a suspect in the Unabomber case (April 1-5); party control of Congressional seats; community resources contributing to art education; civil war in Liberia; and a plane crash involving a seven-year-old pilot (April 8-12); guerilla war between Israel and the Hezbollah; political "third parties"; controversy over the American Red Cross blood supply; and gender-based differences (April 15-19); the gender gap in election campaigning; President Clinton's summit with Boris Yeltsin; the ten-year anniversary of the Chernobyl accident marked by a similar incident; the auction of Jacqueline Onassis' belongings; and passage of the health insurance reform bill (April 22-26); a Middle East cease-fire; ancient Americans, and offering free television spots as a means to "clean up" political campaigning (April 29-30). (BEW)

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WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The standoff between federal authorities and the "Freemen" of Montana continues.	4:00	5:00
HEADLINES	RUSSIAN PRES. YELTSIN CALLS FOR TRUCE... SHUTTLE ATLANTIS ENDS MISSION...	:45	5:45
DEMOCRACY IN AMERICA	The Motor Voter Law could have a major impact on the U.S. electorate.	2:40	8:25
CAMPAIGN USA '96	Look for the "Politics and Principle" guide on America Online, later this month.	:30	8:55
FYI	Estimates on the number of homeless...	:35	9:30
NO PLACE TO CALL HOME	(Part I) Homelessness has long-lasting emotional effects on families who have suffered the experience.	4:10	13:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	15:35
RUSSIA LENIN	The desire for a return to communism is strong in Lenin's hometown of Ulyanovsk.	3:25	19:00
SWISS POLITICS	One Swiss town has found a no-nonsense way to streamline the political process.	1:30	20:30
PHILIPPINE POWER	Corazon Aquino, a housewife, led the revolution against a dictator in 1986.	3:40	24:10
TRADE SPIES	Stealing trade secrets is big business.	2:55	27:05
CHINA	For acrobats, practice does make perfect.	2:10	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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TOP STORY: FREEMEN STANDOFF CONTINUES

1. What started the standoff between law enforcement officials and the group calling itself the "Freemen"? Explain why the group goes by this name. Why do federal agents want to talk to members of this group?
2. Have students locate and read copies of the Second Amendment to the U.S. Constitution. Ask volunteers to explain this amendment, especially the part that mentions the militia. Then direct student groups to conduct research into why the Constitutional framers mentioned "a well regulated Militia" in

their governing document. Have groups share their findings and discuss what they think the framers were trying to achieve. Compare students' interpretations of the framers' thoughts with the Freemens' interpretation.

CHALLENGE: Suppose James Madison, chief architect of the U.S. Constitution, came back to life to mediate this standoff. What might he say to the federal agents? to the Freemen? Write short papers in answer to these questions.

NO PLACE TO CALL HOME (PART I): EMOTIONAL SCARS

3. Who are the homeless? What does a homeless person look like? How do families and individuals become homeless?
4. How might homelessness be a particularly difficult experience for school age children? After viewing the segment have students write a first person fictional journal entry about the day they became homeless. Entries should include an account of how the family came to be homeless and how each family member reacted to the predicament.
5. Distribute the HANDOUT (pg 4). Have students complete the Yes/No questions. Tally class answers on the board and calculate class statistics. Write class percentages on the board. Share the statistics for the national survey, provided below, with the class:
   1) 77%N 2) 75%Y 3) 69%N 4) 82%N 5) 56%N 6) 63%Y 7) 16%Y 8) 30%Y 9) 7%Y 10) 60%Y 11) 36%Y 12) 64%Y 13) 56%Y 14) 84%Y
   Discuss with students the similarities/differences between the sets of results. Challenge students to expand the survey and gauge local opinions toward homeless people. How might an understanding of such attitudes help direct you toward potential solutions? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

militia Freemen National Guard paramilitary Randy Weaver
Ruby Ridge, Idaho John Trochman homelessness shelter

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* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: THE MOTOR VOTER LAW

1. BEFORE VIEWING: What is voter "registration"? Why do states demand that eligible citizens register before casting a ballot?

2. AFTER VIEWING: How does the Motor Voter Law make registration easier for millions of people? According to the video, how will Motor Voter change the face of the electorate?

3. Group students. Have each group conduct research to learn more about the Motor Voter Bill and why some states first opposed its implementation. Share findings in a class discussion. Have any of these initial objections been addressed or remedied? Discuss.

4. Working in groups, have students conduct research to learn about the voting requirements in your state and community. Groups will want to find out, for example, how far in advance of an election one must register to be eligible to vote. Have groups share and combine their findings into an informative brochure on the local electoral process.

5. How could the registration of millions of young voters under Motor Voter have an impact on the issues and strategies behind the '96 presidential race? Divide the class into groups. Direct each group to
   a. choose one issue that is likely to be on the minds of voters this November, then research Bill Clinton's and Bob Dole's positions on that issue.
   b. use its findings to create a strategy for each camp that is designed to win the support of young voters on this issue.

c. write and present two different television campaign ads (one each for Clinton, Dole) demonstrating the group's ideas.

Conclude with a class discussion focusing on the question: How could the registration of millions of under-30 voters alter the way the candidates present themselves as well as their views?

6. Pose this question to the class: Does facility of registration necessarily mean an increase in voter turnout? Generate and write on the board a list of reasons why registered voters often do not vote. Have each student select one item from the list and write a paper proposing at least one idea to address that concern and increase voter turnout.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Motor Voter Law enfranchised comply Independents electorate

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STUDENT HANDOUT: DEBUNKING THE MYTH

DIRECTIONS: Answer the following multiple choice questions about the homeless. The questions are listed randomly. When you have finished, tally the class results and work out percentages for the class answers for each question in the space provided.

	!Y!N
1. Are homeless people adequately assisted by the government?	!_!_
2. Is homelessness primarily a "big city" problem?	!_!_
3. Should there be a legal procedure to forcibly remove homeless people from the streets?	!_!_
4. Should homeless people be prohibited from public places, such as libraries, parks or mass transit?	!_!_
5. Are homeless people solely responsible for their situation?	!_!_
6. The main cause of homelessness is the breakdown of the extended family. Y=agree N=disagree	!_!_
7. Do you go out of your way to avoid homeless people?	!_!_
8. Should a non-violent homeless person with a history of mental illness be forcibly institutionalized?	!_!_
9. Are homeless people violent?	!_!_
10. Does having homeless people in a neighborhood contribute to a rise in crime in that area?	!_!_
11. Do you ever worry that you could become homeless?	!_!_
12. Would you be willing for the government to raise taxes if it were specifically to help the homeless?	!_!_
13. Should religious or charitable institutions do more to help homeless people?	!_!_
14. Should homeless people be helped to re-enter society?	!-!-

CLASS STATISTICS

QUESTION	#--Y--!	--%--!	--N--!	--%-	QUESTION	#--Y--!	--%--!	--N--!	--%--
1.	!	!	!	!	8.	!	!	!	!
2.	!	!	!	!	9.	!	!	!	!
3.	!	!	!	!	10.	!	!	!	!
4.	!	!	!	!	11.	!	!	!	!
5.	!	!	!	!	12.	!	!	!	!
6.	!	!	!	!	13.	!	!	!	!
7.	!	!	!	!	14.	!	!	!	!

Compare your class statistics with those your teacher provides from a 1994 survey* that asked similar questions of a statistically derived national sample group. What might account for the similarities/differences between your class statistics and the sample results? How are the attitudes of your generation about the homeless different from those of other people?

* Survey by Mark Clements Research Inc. for Parade Magazine.

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********    **    ** NEWSROOM WORLDVIEW
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RUSSIA LENIN: USSR--HISTORY

1. How is Lenin remembered in his hometown? What parts of the old communist system still appeal to people living there? Review the history of Lenin's administration from 1917 to his death on January 24, 1924. What were his goals for the USSR? How is communism different from socialism? In your opinion, do the people of Ulyanovsk want the security of socialism or the idealism of communism?

INTERNET: http://www.yahoo.com/text/Regional/Countries/Russia/Politics/Elections
http://www.nd.edu/~astrouni/zhiwriter/spool/95120602.htm

SWISS POLITICS: SWITZERLAND--POLITICS

2. What aspects of American politics do these Swiss not like? How do they prevent such things in their politics? Survey voters in your community to find out how they feel about political mudslinging and their suggestions for change.

INTERNET: http://diwww.epfl.ch/~cherzig/Democracy/

PHILIPPINE POWER: PHILIPPINES -- POLITICS: CORAZON AQUINO;

3. What role did Corazon Aquino play in the revolution? What are her most important characteristics? What prompted her involvement? Why do you think she was such a capable leader of the revolution but had great difficulties as President?

INTERNET: http://www.wic.org/bio/caquino.htm

TRADE SPIES: BUSINESS -- ESPIONAGE; TRADE SECRETS;

4. Why is economic espionage a problem? Gather information on the types of typical thefts, the annual cost in terms of jobs, trade balances, etc., and protective regulations. Is economic espionage really a major problem? Suggest methods of countering economic espionage and, in a proposal, submit the most feasible to your legislators.

INTERNET: http://www.hks.net/cpunks/cpunks-18/1149.html
http://www.loyola.edu/dept/politics/hula/indust.html

CHINA: CHINA -- PERFORMERS; ACROBATS -- TRAINING PROGRAMS;

5. Describe the training program for a Chinese acrobat. What is unusual about their style of acrobatics? Is the level of commitment that these acrobats have any different from the level of commitment that athletes in other sports have? Explain.

INTERNET: http://harmony.wit.com/chinascape/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

incumbent	subsidized	rationing	authoritarian	infighting
personification	espionage	patents	inducement	discipline

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******  **   **   *                                    Tuesday, April 2, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Russian President Boris Yeltsin offers a peace plan for Chechnya.	3:55	4:55
LOOK AHEAD	Coming up on today's WORLDVIEW...	:25	5:20
HEADLINES	E.U. MEETS TO DISCUSS "MAD COW" DISEASE...	:30	5:50
INTERNAT'L DESK	In Brazil, it's sometimes difficult to distinguish between cops and criminals.	3:45	9:35
FYI	Families with children make up almost 40% of the U.S. homeless population...	:30	10:05
NO PLACE TO CALL HOME	(Part II) Life is tough for runaway teens on the streets of San Diego.	3:20	13:25
CHECK IT...	A mother cat saves her kittens from a fire.	:30	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	15:50
LOOSE NUKES	Concern continues about the security of the USSR's nuclear stockpile "leftovers."	3:10	19:00
NEWSDATE	On this date...April 2, 1982...	:25	19:25
ZAIRE EBOLA	A Zaire conference was held to discuss future outbreaks of the Ebola virus.	3:25	22:50
GERMANY	Another rhino is born in the Berlin zoo.	:35	23:25
IRIAN JAYA	(Part I) One Indonesian province tries to cope with fast-paced economic growth.	4:50	28:15
JORDAN	A Muslim baby has been named Yitzhak Rabin.	:40	28:55
CNN NEWSROOM WORLDVIEW CLOSE		1:05	30:00

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TOP STORY: YELTSIN'S PLAN FOR PEACE IN CHECHNYA

1. What events prompted the war between Chechnya and Russia? How has the war affected Russian Pres. Yeltsin's popularity at home? Summarize reactions to his peace proposal. Why are some people skeptical of his motives?
2. Distribute the RESOURCE (pg 3). As a class, review the chronology of the Russian-Chechen conflict. Have student groups
   a. research additional information about the conflict and the rationale for each side's action.

b. use information obtained from the RESOURCE and research to write two editorials on Mr. Yeltsin's peace proposal: one that might appear in a Moscow newspaper, one that might appear in a Chechen paper. Remind groups that there are opposing views in both countries.
c. make copies of their editorials to distribute for class discussion.

INTERNATIONAL DESK: BRAZIL'S POLICE

3. Why have human rights organizations described the police forces of Rio de Janeiro and Sao Paolo as "among the most violent in the world"? How do the police respond to this charge? What are some of the conditions and circumstances they face?
4. What human rights organizations monitor police brutality and government oppression around the world? Have students a) work in groups to learn more about these organizations and their discoveries and b) share their findings. What purpose is there in investigating and "publicizing" these human rights offenses? Ask: Do you think these organizations are achieving the effects they desire? Discuss.

NO PLACE TO CALL HOME (PART II): RUNAWAY TEENS

5. Why did some of the teens in the video run away? In what way has running away complicated their lives? How does teacher Sandy McBrayer try to impart a sense of stability?
6. How do the homeless obtain needed goods/services? Distribute the HANDOUT (pg 4). In groups, have students find out what local sources for food, clothing, medical care, shelter and job find services are available to their community's homeless. As a class, collate the results to create a fact sheet or brochure to be distributed in several of the places listed for use by the homeless.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Boris Yeltsin Chechnya Moscow Communist Party liberator urban war Rio de Janeiro Sao Paolo recruit Sandy McBrayer

***** ** ** *
* * * * * *
* * * * * * STUDENT
******** ** ** RESOURCE: CHECHNYA VS. RUSSIA CHRONOLOGY

The following is a recent history of the events that have transpired between Chechnya and Russia.

1991 ----------
Oct. 27 -- Dzhokar Dudayev elected President of Chechnya
Nov. 1 -- Dudayev declares independent Chechen state

1993 ----------
Apr. 2 -- Dudayev dissolves Parliament, declares one-man rule

1994 ----------
Jun. 13 -- Pro- and anti-Dudayev contingents fight in Grozny.
Nov. -- Russian helicopter gunboats attack pro-Dudayev positions near Grozny. Yeltsin threatens Chechens; Russia bombs Grozny.
Dec. 11 -- Russian tanks, 40,000 troops storm, bomb Chechnya.
Dec. 31 -- Chechens fight back, littering Grozny streets with Russian bodies and tanks.

1995 ----------
Jan. 11 -- Dudayev requests peace talks.
Jan. 19 -- Russians take over Presidential palace.
Jan. 25 -- Russian Security Council says offensive is over.
Jun. -- Pro-Dudayev forces attack Russian city (Budyonnovsk), taking 2000 civilian hostages in a hospital. Russian troops storm hospital twice, unsuccessfully. Rebels free hostages and escape; peace talks, cease-fire begin.
Jul. 30 -- Military agreement on troop withdrawals, rebel disarmament is signed then stalls as clashes continue.

Dec. 17 -- Election of Moscow-backed Chechen government is rife with fraud.

1996 ----------
Jan. 9 -- Rebels seize hospital in Dagestan, a bordering republic, taking 100-plus hostages.
Jan. 15-18 Russian troops and helicopter gunboats bombard Dagestani village for 4 days, killing dozens.
Mar. -- Russian troops intensify aerial, artillery attacks on Chechen villages before Mr. Yeltsin announces peace plan.
Mar. 31 -- Boris Yeltsin announces end to combat in Chechnya, some withdrawal of Russian troops, negotiations with Dudayev, elections to a Chechen parliament; anti-terrorist campaign to continue.

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******** ** ** STUDENT HANDOUT: FOR THE HOMELESS...

DIRECTIONS: How do the homeless obtain common goods and services? Consider youself to be an answering service and determine who/what, where and by what means the homeless in your community can avail themselves of the goods and services that are listed below.

==========

FOOD

Who/What:
Located at:
When (days/hrs):
Process:

==========

CLOTHING

Who/What:
Located at:
When (days/hrs):
Process:

==========

SHELTER

Who/What:
Located at:
When (days/hrs):
Process:

==========

MEDICAL CARE

Who/What:
Located at:
When (days/hrs):
Process:

==========

JOB FIND

Who/What:
Located at:
When (days/hrs):
Process:

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********    **    ** NEWSROOM WORLDVIEW
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LOOSE NUKES: RUSSIA--NUCLEAR WEAPONS

1. Why are people concerned about Russia's nuclear stockpile? What evidence suggests this concern is valid? On a world map mark the countries which have nuclear weapons, those which have the potential to build such weapons and those thought to be seeking nuclear materials. Examine your map and draw conclusions about the major problem areas. How does the world stop the spread of nuclear weapons? What are the real issues?

INTERNET: http://www.ida.net/users/pbmck/xsovnuc/exs_top.htm

TODAY: ARGENTINA--HISTORY--FALKLAND'S WAR

2. Why did the Argentines attack the Falkland Islands? Who were the residents of the Islands at the time of the attack? Examine the claims that Britain and Argentina each have on the Falklands (Malvinas) Islands. Which country has the better claim? How should disputes over land claims be settled?

INTERNET: http://netmar.com/~chaco/chaco008.htm

ZAIRE EBOLA: ZAIRE--PUBLIC HEALTH--EBOLA VIRUS; EPIDEMICS

3. Where have Ebola outbreaks occurred? Why is it important to identify the virus during its initial stage? Gather economic data for Africa and color code a map to show a scale from the poorest to the wealthiest nations. On that same map mark where the Ebola outbreaks have taken place. Gather data and mark where the AIDS virus has hit hardest. Analyze the resulting map for patterns connected with poverty and incidence of disease. Test other factors such a literacy or level of urbanization. What actions do your conclusions suggest?

INTERNET: http://www.bocklabs.wisc.edu/outbreak.html

IRIAN JAYA (PT1): INDONESIA--IRIAN JAYA; ECONOMIC DEVELOPMENT

4. How did the town of Timika come into existence? What problems have resulted from Indonesia's transmigration program? On a map that clearly shows all of Indonesia, identify the major islands. Where is Irian Jaya? Gather basic population and economic data on each of the provinces and display it graphically. Which provinces are the richest and poorest? How does Irian Jaya compare? Why has it remained so undeveloped and underpopulated?

INTERNET: http://garnet.berkeley.edu/~kaykunng/html/indolink.html
http://www.emp.pdx.edu/htliono/irja.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

stockpile	hypothetical	profiteers	epidemic	infrastructure
transmission	public health	boom town	indigenous	transmigrations

GERMANY: GERMANY -- ZOOS; RHINOCEROS

4. Why is the baby rhino significant?

INTERNET: http://www.tc.umn.edu/nlhome/m042/erick122/rhino.html

JORDAN: JORDAN --

6. Why was the baby named after Prime Minister Rabin? How have other Jordanians reacted to the situation?

INTERNET: http://www.yahoo.com/headlines/special/rabin/rabin-16.html

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******  **   **   *                          Wednesday, April 3, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Caught on tape: California deputies use excessive force against alleged illegal aliens.	5:30	6:30
HEADLINES	BANKER'S TESTIMONY IMPLICATES U.S. PRES. CLINTON IN FRAUD...RUSSIA AND BELARUS FORM PARTNERSHIP...	:45	7:15
BUSINESS DESK	Kimball pianos made music for millions but now Kimball Co. plays its last tune.	3:25	10:40
TAKING CARE OF BUSINESS	Pepsi-Cola changes its "look" to tempt more soda drinking teens.	:30	11:10
OUR WORLD	Statistics on abused, neglected kids.	:35	11:45
NO PLACE TO CALL HOME	(Part III) A teacher in a homeless shelter finds each day is like the first...and last day of school.	2:05	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:10	16:00
CUBA SURVIVING	U.S. tightens grip on Cuba's economy after Cuba downs two U.S. planes.	2:50	18:50
IRIAN JAYA	(Part II) Geologists explore Irian Jaya to discover nature's hidden minerals.	3:10	22:00
VIETNAM ART	Painters in Vietnam are recognized for their "East meets West" style.	7:35	29:35
CNN NEWSROOM WORLDVIEW CLOSE		:25	30:00

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TOP STORY: CAUGHT ON VIDEOTAPE

1. Discuss with students the kind of police behavior that would constitute "excessive force." Ask: Under what circumstances, if any, is its use warranted? Defend your response.
2. Compare this recent beating incident with the one involving motorist Rodney King. What commonalties do they share? Are there any significant differences? If so, discuss.
3. Have students define "civil rights" and "human rights" and research the derivation of both terms. Ask students:
   a. What federal agency would be involved in this issue? Why?

b. If the two people who were arrested were indeed illegal immigrants, are they entitled to the same protections under the law as citizens and legal immigrants? Explain. Should they be? Why/Why not?

4. Group students to search media sources for the issues/outcomes of the state and federal suits filed on Rodney King's behalf. To what degree in either case were King's own actions a factor in the final decisions? Consider all the factors leading to the decisions in the King case. Based on these, what outcome would you predict in this case? Why?

5. Brainstorm and list debate topics stemming from the issues in this case. Divide the class into debate teams.
   a. Assign one topic to each team who will research its topic and present a debate for the class to critique.
   b. Encourage suggestions of other debate points.
   c. After all the debates, have each student write an editorial expressing his/her opinion on any aspect covered in any team's debate.

NO PLACE TO CALL HOME (PART III): SHELTER CLASSES

6. Before viewing ask: What expectations/concerns do you think a teacher has on entering the classroom for the first time? Have students share their ideas/impressions. After viewing compare students' earlier ideas with Stacey Bess' experience.

7. Consider the following statement from the video segment: 'They've left sometimes siblings behind, pets behind, all of their toys and their stable surroundings....' Put yourself in the place of a young person described in this way. Write a journal entry, in the persona of any age child, on what you left behind and your hopes and fears for the future.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

illegal immigrants FBI excessive force Rodney King
human rights civil rights ombudsman adrenaline

KIMBALL
DESK: PIANOS

1. BEFORE VIEWING: Ask students where they have seen pianos -- at home, school, stores, on TV? How many students have access to pianos? Have students 'suffered' in some way because a piano was not accessible on a daily basis? For example, did anyone want to take piano lessons but couldn't because there was no teacher or no instrument on which to practice?

2. AFTER VIEWING: Do your students agree with the suggestion that computers are a true competitor for money from family budgets? Why/Why not? In their opinion, does this competition come from changes in interest or changes in available cash? Explain.

3. One factor contributing to the decline stage of many products is 'technological obsolescence.' This occurs when another product is introduced that performs better than an existing product. Could 'technological obsolescence' be blamed, at least in part, for the decline of the piano industry? Technological obsolescence in what industry? music? entertainment? Ask students to explain their opinion, citing statements from the video as well as their own experience.

4. Let's say Kimball had decided to fight the decline of its product rather than simply slow down. They would have had to promote pianos to a public faced with many products on which to spend a diminishing cash supply. Invite student teams to plan strategies to promote Kimball pianos.
   a. First have them read and discuss THE IMPORTANCE OF PROMOTION on the HANDOUT (pg 4).
      1. How might promotion help sell pianos?

ii. What objectives/combination of objectives would best sell pianos?
iii. Given the promotional objectives that would best suit the piano industry, what combination of promotional elements might be most successful?

b. Challenge teams to plan a promotional campaign, incorporating each PROMOTIONAL MESSAGE described in the HANDOUT.

c. Based on their promotional objectives -- to inform, persuade or influence -- students can determine the best PROMOTIONAL MIX for Kimball's campaign and devise plans for each element in the MIX.

d. Final campaign presentations should include promotional messages Kimball will use, mix of elements for the campaign and samples for each element.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

flat sales playing field grand piano profitability affordable

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******** ** ** STUDENT HANDOUT: IMPORTANCE OF PROMOTION

PROMOTION

Promotion is the means of communication used by sellers to persuade or remind potential buyers that a product or service exists. It consists of 4 major elements: advertising, personal selling, sales promotion and publicity.

THE PROMOTIONAL MIX

The combination of 2 or more of the elements of promotion designed to reach a target audience is called the "promotional mix." The design of a particular company's promotional mix is based on the objectives for the promotion and how the market is segmented.

PROMOTIONAL MESSAGES

Promotional messages inundate our lives. There are 3 kinds:

1. MESSAGES THAT INFORM: These messages often take the form of announcements. For example, a video store may inform the public that a new video is available. Another such informative message is a citation of data from a research lab that "proves" a particular product is better than any of its competitors.
2. MESSAGES THAT PERSUADE: These messages look like the political ads that flooded TV during important primaries. They compare their product with a competitor's, often "proving" theirs is better.
3. MESSAGES THAT INFLUENCE: These messages are usually sponsored by "important" people. They can be important in a field related to a product (e.g., "Two out of 3 doctors surveyed chose "Goodmed" for their families.). Or, they can be well known (e.g., high-profile actor promotes an insurance company).

ELEMENTS OF THE PROMOTIONAL MIX

1. ADVERTISING is any paid form of nonpersonal presentation of ideas, goods or services by an identified sponsor. It takes advantage of all types of media, from direct mail to television to billboards.
2. SALES PROMOTION is any promotional activity that is not advertising, personal selling or publicity. Such activities can include premiums or fancy store window displays.
3. PERSONAL SELLING is a form of interpersonal communication designed to inform a prospective customer and convince that person to buy. Personal selling is often divided into retail selling, business selling and telemarketing.
4. PUBLICITY is an unpaid, commercially significant news or editorial comment about ideas, products or institutions.

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NEWSROOM WORLDVIEW

CUBA SURVIVING: CUBA--ECONOMIC CONDITIONS; U.S.--FOREIGN RELATIONS--CUBA

1. Why has the United States tried to tighten economic sanctions against Cuba? How successful does it appear that the sanctions have been so far?
   a. Develop a chronology of the relationship between Cuba and the U.S. from the Castro Revolution in 1959 to the recent downing of two American planes by Cuba in international waters.
   b. Color code each incident to indicate who initiated the action.
   c. In your opinion, who in this relationship is the aggressor and who is reacting to aggression? Defend your response.
   d. Are the tensions based on philosophical differences, important principles or on misunderstandings? Explain.
   e. Should the U.S. try to normalize relations with Cuba?

INTERNET: http://www.cubaweb.cu/

IRIAN JAYA (Part II): INDONESIA--ECONOMIC DEVELOPMENT

2. Why are geologists particularly interested in exploring Irian Jaya? What have they discovered so far? What valuable mineral resources (e.g., gold, silver) are commonly found in the region? Gather data and graphically display them on a map of the region specifically locating significant deposits of those minerals. Does the pattern of known deposits suggest that Irian Jaya might be rich in these resources? Why are the mining companies willing to spend millions exploring there? What other evidence might they have?

INTERNET: http://www.isgs.uiuc.edu/isgsroot/dinos/earthsci_links.html
http://www.emp.pdx.edu/htliono/irja.html

VIETNAM ART: VIETNAM--ART--PAINTING; ASIAN ART

3. Trace the beginning of western influences on Vietnamese art. What are the usual topics and themes of the Vietnamese paintings? In what ways have western and eastern influences combined in these paintings? Invite an art teacher, art historian or a local artist to class to discuss themes and motifs usually found in Asian art works. Have students search books, magazines, etc., for examples of art that illustrate some of those motifs and share these in class.

INTERNET: http://sunsite.nus.sg/SEAlinks/vietnam-info.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

sanctions	circumventing	implement	frontier	prospectors
reserves	techniques	indigenous	motifs	exhibitions

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******  **   **   *                          Thursday, April 4, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Commerce Secretary Ron Brown is presumed dead in plane crash in the Balkans.	5:50	6:50
REACTIONS	...from U.S. leaders on Ron Brown's death.	1:00	7:50
HEADLINES	UNABOMBER SUSPECT IN CUSTODY...SEARCH FOR MASS GRAVES IN BOSNIA...E.U. AGREES ON "MAD COW DISEASE" PLAN...	1:30	9:20
LOOK AHEAD	Coming up on WORLDVIEW: Iran Terrorism	:30	9:50
POP QUIZ	Which planet was named for the ancient Roman god of war? MARS	:35	10:25
SCIENCE DESK	A new theory could provide a scenario for life on Mars.	3:20	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:35
IRAN TERRORIST	Iranians feel that their image as a supporter of terrorism is false.	2:40	18:15
UN RWANDA	A study says that the world community could have prevented the war in Rwanda.	3:20	21:35
IRIAN JAYA	(Part III) Some feel the environment is "paying" for progress in Indonesia.	3:05	24:40
BILINGUAL TEACHER	Mrs. Maria Ramirez has been named bilingual teacher of the year.	3:45	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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TOP STORY: COMMERCE SECRETARY BROWN MISSING IN BOSNIA PLANE CRASH

1. Why was Commerce Secretary Ron Brown in Bosnia? Why were some U.S. business executives with him? Where else has Secretary Brown traveled during his term as head of the Commerce Department? How successful were his efforts?
2. What were Ron Brown's personal and professional accomplishments? Have student work groups research and create timelines of Secretary Brown's life and share their efforts. How did he, in the words of President Clinton, "put peoples' dreams within their reach if they were willing to work and believe in themselves"? Discuss.

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3. What is an obituary? How would you go about writing one? Have students search newspapers and news magazines for examples of obituaries and share some of these with the class. As a class, discuss components critical to an obituary:
   a. What does the reader want to know about the subject?
   b. How would one find this kind of information?
   Have students conduct research and write obituaries for famous people who have died.
4. Discuss the President's cabinet and the different departments represented. Divide the class into groups. Have each group choose a cabinet member; research his/her background, position and duties; and, write its information on poster board. Post the cabinet information around the classroom.

EXTENSION: Have groups focus on the Commerce Dept. to learn more about its role and operation. Ask each group to research the qualifications of potential successors and nominate one individual to replace Secretary Brown. Have each group offer its nomination in the form of a group paper.

5. What is the Democratic National Committee? Ask students to search their texts and other resources to find out what the roles are of the Democratic and Republican National Committees in a presidential election. In class discussion, have students share what they have learned. Discuss how Mr. Brown's leadership of the DNC was instrumental in Bill Clinton's victory in 1992. To what extent is a political party's success dependent on its leadership?

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Ron Brown Commerce Secretary delegation Adriatic Sea land mines Balkans G-7 Dayton Agreement underwrite Harlem Apollo Theater DNC Edward Kennedy Jesse Jackson emissary financial impropriety allegation post Cold-War markets

DESK: LIFE ON MARS

1. BEFORE VIEWING: Is there life on Mars? Given what we know of the Mars climate, what type of life might exist there?

2. AFTER VIEWING: What are microbes? Where are they found? What evidence do microbe societies leave of their activities?

3. Where do microbes hide? Group students. Direct groups as they prepare for the following activities:
   a. Growing Yeast -- Pour a half cup of warm water on a package of dry active yeast and set aside for a few minutes.
   b. Bread Mold -- Place a piece of not-so-fresh bread in a warm and moist environment for 2 days.
   c. Hay Infusion -- Obtain a handful of dry grass stems and place them in a glass jar. Cover the grass with water that had been sitting for 24 hours.
   d. Pond Water -- Obtain water from a pond/standing pool. Let it set in a low, lighted place for 2 days.
   Have groups observe with hand lenses samples of the liquids from each of these activities. Set up microscope stations around the room and allow students to make slides of each preparation. Distribute the HANDOUT (pg 4) for students to record their observations of the organisms viewed under the microscope. Challenge groups to identify the microscopic organisms they have observed, using science books or library references. Reconvene the class and assess results. How would you group or classify these organisms? What criteria would you use? What criteria might you use on another planet?

4. Discuss with students the microscopic world and its relationship to their own. Ask them to imagine that they are part of this world and write short narratives of their perceptions.

What fundamental "building blocks" of life would need to be available to sustain the life you imagine?

5. Obtain satellite images of Mars and have student groups produce topographic maps of parts of its surface. Have students use these maps to plan a potential "microbe searching" mission to Mars. Describe the mission as one that will prove the possibility of life existing on Mars. Use students' maps to aid in constructing a 3-D map of salt and flour depicting the potential landing site, exploration route, major Martian landscape features, how the microbe search might progress, etc. Share and display student ideas and results.

---------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

micro-organisms hydrothermal vents Pathfinder space probe

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April 4, 1996 (4)

STUDENT HANDOUT: IT'S A SMALL WORLD

DIRECTIONS: Record your observations of the creatures in the water sample. Use science texts to help you identify the organisms.

Name of Organism	Description, Color, Distinguishing Features	Drawing
1.		
2.		
3.		
4.		

How would you group or classify these organisms? What criteria would you use?

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********    **    ** NEWSROOM WORLDVIEW
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IRAN TERRORIST: IRAN--FOREIGN RELATIONS--U.S.; TERRORISM

1. Describe the image Iranians feel Westerners have about their country. Why do they feel this image is false? Conduct a survey of the image that people in your community have of Iran. Define and discuss "bias" then brainstorm questions to ask in your survey, weeding out those that could imply bias. Survey 5-10 people; collate and analyze the class results. Do people have a negative image of Iran? Explain. What are the sources of people's images? In small groups, analyze these sources for potential bias.

INTERNET: http://www.coe.uncc.edu/~fsheikhb/

UN RWANDA: RWANDA--HISTORY--CIVIL WAR; UNITED NATIONS

2. Why does the report suggest that the international community could have prevented the civil war in Rwanda? In your opinion, do the conclusions reached seem reasonable? Review the events that occurred at the beginning of the recent civil war. Was there evidence to suggest that such violence was imminent? Explain. Could the same be said for other "hot spots" in the world? Justify your response.

INTERNET: http://www.sas.upenn.edu/African_Studies/
Country_Specific/Rwanda.html

IRIAN JAYA (Part III): INDONESIA--ENVIRONMENTAL POLICY

3. What charges have been made against Freeport Mining? How has Freeport responded to these charges? Investigate to find cases where businesses and environmentalists have clashed over community projects. What were the issues? How was the situation resolved? How does one decide between competing interests, such as the environment and jobs? Work in small groups to try to negotiate a "win-win" outcome for Freeport.

INTERNET: http://www.umanitoba.ca/indonesian/homepage.html

BILINGUAL TEACHER: UNITED STATES--AWARDS; TEACHERS

4. Who selected Ms. Ramirez to be teacher of the year? What did she do in particular that earned her this award? List the kinds of things for which you think teachers should be recognized and prioritize. Create a set of awards based on your criteria and either recognize the teachers personally or help establish a teacher recognition program at your school.

INTERNET: http://humanitas.ucsb.edu/shuttle/teach.html
gopher://infocal.berkeley.edu/11/.p/otherdepts/ttips/GD

----------WORLDVIEW: TODAY'S NEWS TERMS----------

propaganda	isolate	regional bloc	strategic	outcast
genocide	extremists	allegations	sedimentation	reclaimed

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******  **   **   *                                    Friday, April 5, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. authorities have a Unabomber suspect in custody.	6:05	7:05
HEADLINES	PRESIDENT CLINTON SIGNS FARM BILL...	:30	7:35
RON BROWN	The White House holds an emotional service in memory of Ron Brown.	2:35	10:10
LOOK AHEAD	CNN live coverage of Pres. Clinton's address, 2:30 pm ET today...	:20	10:30
EDITOR'S DESK	CNN NEWSROOM updates the Freemen stand-off, Chechnya cease-fire and videotaped beatings of illegal immigrants in the U.S.	2:50	13:20
CHECK IT OUT!	A fossil discovery proves that Asia was home to the earliest human ancestors.	:25	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	15:25
BOSNIA FORGOTTEN	Medical facilities in Bosnia are unable to provide treatment for many patients.	2:20	17:45
IRIAN JAYA	(Part IV) New technology, industry force cultural change among the people here.	3:05	20:50
RUSSIA RELIGION	The downfall of communism has caused a resurgence in religion in Russia.	2:55	23:45
INTL SCHOOL	An Atlanta, GA, private school provides some interesting learning opportunities.	4:40	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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*    the CNN NEWSROOM "Democracy in America Desk" every Monday!          *
*   Regular CNN NEWSROOM programming, including the "Democracy in        *
*       America Desk" continues throughout the summer, too!              *
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TOP STORY: FEDERAL AUTHORITIES CAPTURE UNABOMBER SUSPECT

1. What do federal agents know about their suspect? What evidence led them to his arrest? With what crime has he been charged?
2. How did the "Unabomber" get his name? Why did he demand newspaper publication of his "manifesto"? How did some of the papers respond? In what way might the publication of his views proved to be the "Unabomber's" undoing?
3. In the video we learn that "Ironically, it was modern technology that the 'Unabomber' denounced, but modern technology helped catch him." Invite a law enforcement officer to discuss the general applications of technology in this field. What different aspects of technology were used in this case? How does technology enable authorities to "fingerprint the man's mind"? Discuss.

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RON BROWN MEMORIAL SERVICE

4. Why did Pres. Clinton hold yesterday's memorial service in advance of Commerce Secy. Ron Brown's funeral? Ask: Have you ever attended a memorial service for someone you knew? If so, how did it make you feel? Challenge each student to research and write an appropriate eulogy for the late Commerce Secretary. Ask volunteers to deliver their eulogies.

EDITOR'S DESK/NEWSQUIZ

5. Challenge students to identify this week's NEWSMAKERS on CNN NEWSROOM. Distribute a copy of the HANDOUT (pg 4) to each student. Have students identify in detail the event involving the newsmaker and describe the larger social/political issues.

MEDIA LITERACY: CAUGHT ON TAPE!

6. Lead a discussion about the deputies who were videotaped using excessive force during an apprehension. In what way(s) has the availability and presence of the camera altered how we perceive and process information? Distribute the HANDOUT (pg 3).
   a. As a class, discuss the categories listed and have students give several examples of each.
   b. Individually or in groups, have students search media for similar examples and record these on the HANDOUT.
   c. Ask students to "remove" the camera from the scene and tell what vital information would be missing without it.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Unabomber manifesto forensics State Department half-staff

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* * * * * * MEDIA LITERACY:
******** ** ** STUDENT HANDOUT: Caught On Tape!

DIRECTIONS: Law enforcement officers were caught on tape this week using excessive force in apprehending suspected illegal immigrants. Search all media for the camera's presence in the categories listed below. For each, describe the camera's use as a...

Chronicler of history:

Storyteller:

Voyeur:

Law enforcement tool:

NEWSROOM NEWSMAKERS

DIRECTIONS: Listed below are this week's CNN NEWSROOM newsmakers. Identify who they are and why they are in the news this week. Provide as much detail as you can, including geographic location, affiliations and the larger social/political issues involved.

WHO	NEWS EVENT	DESCRIPTION
THE FREEMEN		
BORIS YELTSIN		
DEPUTIES		
RON BROWN		
UNABOMBER		

NEWSROOM WORLDVIEW

BOSNIA FORGOTTEN: BOSNIA--MEDICINE; BOSNIA--HOSPITALS

1. Why are Bosnian hospitals unable to provide adequate care for their patients? How have people from other countries tried to help? Search recent articles to find out who is helping to provide medical services to Bosnia. Focus on UNICEF or the World Health Organization (WHO) to find out what these organizations have done and how one can support their efforts. Make a poster about Bosnia to encourage the public to support the relief effort.

INTERNET: http://www.dtic.dla.mil/bosnia/index.html

IRIAN JAYA (Part IV): INDONESIA--SOCIAL CHANGE

2. What was the traditional life like in Tsinga? How have the changes affected people's lives? Gather information about

village lifestyles in Indonesia and note the advantages and disadvantages of this life. How might modernization change items on either list? In your opinion, will modernization improve the lives of the people of Tsinga? Explain.
INTERNET: http://www.emp.pdx.edu/htliono/irja.html

RUSSIAN RELIGION: RUSSIA--RELIGION
3. What evidence suggests a resurgence of religion in Russia? Which religions are most popular? Gather data on the growth rates of religions in Russia and graph the results. What are the trends? How does the increase in Russian Orthodox membership compare with that for Protestant groups, such as the Baptist Church? How could one explain the differences? Might the move to a market economy affect the choice of a church? What other factors might explain the trends? Defend your rationale.
INTERNET: http://www.valley.net/~transnat/index.html#Russia

INTERNAT'L SCHOOL: ATLANTA, GEORGIA--SCHOOLS; EDUCATION--CURRICULA
4. What is unique about the Atlanta International School? Why does their headmaster suggest that a global approach to education is important? Study the curriculum at your school to find international connections. Survey the faculty, students and parents about how important they feel internationalizing the curriculum might be and what changes they might like to see made. Create a display that will stimulate discussion.
INTERNET: http://www.slonet.org/global/education/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

rehabilitation	evacuation	tradition	insurgents	atheist
spiritual vacuum	iconography	symbols	fluency	rigorous

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******  **   **   *                                    Monday, April 8, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. federal agents search the Montana cabin of the Unabomber suspect.	2:35	3:35
HEADLINES	CROATIA CRASH INVESTIGATION CONTINUES...	:35	4:10
RON BROWN	U.S. Pres. Clinton honors the Americans who died in the Bosnia plane crash.	2:35	6:45
AROUND THE WORLD	North Korean action along the DMZ causes observers concern.	:45	7:30
CAMPAIGN '96	A new poll shows Pres. Clinton way ahead.	:35	8:05
DEMOCRACY IN AMERICA	Both parties prepare for a fall political tug-of-war over congressional seats.	2:25	10:30
LOOK AHEAD	TOMORROW: MayaQuest continues	:30	11:00
OUR WORLD	Some schools are finding unique ways to integrate the arts into the curriculum.	2:30	13:30
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:40	15:10
ZIMBABWE DEMOCRACY	Robert Mugabe was recently re-elected President amid growing discontent.	4:10	19:20
INDIA POTATO	Researchers in India suggest an unique use for a common vegetable.	3:15	22:35
CHILE AIR SHOW	Chile has organized the biggest military and commercial air show in the Americas.	3:20	25:55
GLOBE TROTTING	Six teenagers from a tough section of Washington, DC, visited Paris and London.	2:35	28:30
CNN NEWSROOM WORLDVIEW CLOSE		1:30	30:00

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*  without leaving the classroom!  Call Turner Adventure Learning  *
*     for all the details on upcoming trips!  1-800-344-6219.      *
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TOP STORY: UNABOMBER SUSPECT

1. Describe the home of Theodore Kaczynski. What are federal agents searching for there? What kinds of evidence have they found? Why has he not been charged with the Unabomber attacks?

RON BROWN: SAD HOMECOMING

2. In his remarks at the Dover Air Force Base, Pres. Clinton said, "These 33 lives show us the best of America. They are a stern rebuke to the cynicism that is all too familiar today...." Replay this portion of the video for students and have them discuss what they think the President meant. Challenge students to write essays on taking up a task and "believing in

what they do" in order to dispel the cynicism to which the President referred.

DEMOCRACY IN AMERICA DESK: WHOSE HILL?

3. Which party now controls the U.S. Senate and House of Representatives? How could the November elections cause a shift in this power?
4. Group students and distribute the HANDOUT (pg 3). Have each group choose to work as a team of strategists for either the Democrats or Republicans. Instruct them to target for victory in November 3 up-for-grabs Senate seats and any 3 House seats. Have each group follow the directions and complete the HANDOUT, then use its notes to create a national T.V. or print ad for a party sweep of the House and Senate in November.

OUR WORLD: SCHOOL ARTS

5. Is art taught in your school? In your view, is art instruction an important part of the school curriculum? Explain.
6. What art resources in your area could contribute to class projects? Distribute the HANDOUT (pg 4). Have student groups:
   a. Use the art department at your school or local bulletin boards to begin to canvas the area for likely people or organizations who might be interested in contributing time, materials or efforts toward a school arts program.

   TEACHER'S NOTE: Make sure that representatives of the class clearly indicate your intentions for the project.

   b. Begin a data bank of potential art resources for the class or school to use.
   c. Collaborate on the production of an art resources register for your school and for schools in your area.

   How might such a register be of use to your local school board, regional or national arts or education authorities?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

bail hermit recluse cynicism Arlington National Cemetery
DMZ filibuster freshmen Guggenheim Museum Walter Annenberg

DEMOCRACY IN AMERICA:
STUDENT HANDOUT: CONGRESSIONAL SEAT STRATEGY

DIRECTIONS: PART I: Choose one party, either Democrat or Republican, and pretend that you are their strategist. Choose 3 Senate seats currently held by the opposition party that are up for grabs this fall and indicate on the chart below their states and the persons currently holding each seat. Continue your research to list issues that could be important in each race in November.

STATE	SEAT CURRENTLY HELD BY:	ISSUES OF IMPORTANCE

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PART II: Target any 3 House seats and follow the same procedure that you followed in Part I, indicating the House District for each.

STATE/ DISTRICT	SEAT CURRENTLY HELD BY:	ISSUES OF IMPORTANCE

Review your notes above and use them to help you create a national television or print media ad aimed at securing control of the House and Senate. What does your party have to do to win control?

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*      *   * *   * *
********   **    ** STUDENT HANDOUT:  ART FOR SCHOOL'S SAKE
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DIRECTIONS: What art resources in your area could contribute to class projects? Begin a data bank of potential art resources -- organizations, galleries, artists, teaching institutes, instructional schools, etc. -- that specialize in art education. Use the chart below to gather your basic information.

Organization:	Areas of interest:	Contact:
Phone Number	Mailing address:	E-Mail Address:
Organization:	Areas of interest:	Contact:
Phone Number	Mailing address:	E-Mail Address:
Organization:	Areas of interest:	Contact:
Phone Number	Mailing address:	E-Mail Address:

Collate your researches with those of other class members. Collaborate on the production of an art resources register for your school and for schools in your area.

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********    **    ** NEWSROOM WORLDVIEW
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ZIMBABWE DEMOCRACY: ZIMBABWE--POLITICS

1. Why has discontent about the lack of democracy increased in Zimbabwe? Research Robert Mugabe's rise to power and why he has been able to remain in power. Evaluate the progress made in Zimbabwe since 1979. Gather economic and population data, graph and analyze the results. Which indicators are most positive and most negative? What factors seem to limit progress in Zimbabwe? Can these factors be controlled? Evaluate the overall success of President Mugabe's government.

INTERNET: http://diwww.epfl.ch/~cherzig/Democracy/
http://www.sas.upenn.edu/African_Studies/Country_Specific/Zimbabwe.html

INDIA POTATO: INDIA--MEDICINE; INNOVATIONS;

2. How is the potato skin used in the video segment? How was its value for this purpose discovered? Discuss the importance of this discovery and why potato skins are especially good for this use. In your opinion, would such an innovation have commercial value? Why/Why not? Develop an ad campaign to "market" this product.

INTERNET: http://ourworld.compuserve.com/homepages/andy_ksm/cal.htm

CHILE AIR SHOW: CHILE--ECONOMIC DEVELOPMENT

3. What is the purpose of the air show in Chile? How will the exhibition affect Chile's economy? Why are exhibitors from the United States especially interested in this show? If you were the sales representative for one of these companies, which country would you target for sales? Study the governmental expenditures of the largest countries in South America. Which ones spend the MOST/LEAST on their military?

INTERNET: http://netmar.com/~chaco/chaco008.html

GLOBE TROTTING: EDUCATION; TRAVEL

4. Describe the background of the students involved in the Covenant House program. In what ways did they benefit from the experience? How has their image of the world changed? Draw a map of what you consider to be "your world" and include pictures of its most important parts. Write a poem/essay to accompany your map about how travel has altered your world in the past and how it might change your future world. Share these in class.

INTERNET: http://www.bc.edu/bc_org/avp/soe/cihe/Center.html
http://www.slonet.org/global/education/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

compensation	majority rule	confrontation	irregularities
exploitation	unconventional	exhibitors	philanthropist

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******  **   **   *                                  Tuesday, April 9, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Liberia's six year-old civil war prompts new violence and international concern.	4:00	5:00
HEADLINES	DOW JONES PLUNGES...PRETRIAL HEARINGS IN OKLAHOMA BOMBING...TENSION IN THE DMZ...	1:15	6:15
***	TEACHERS: THE FOLLOWING SEGMENT HAS SCENES AND ACCOUNTS THAT MAY DISTURB SOME STUDENTS. PLEASE PREVIEW THIS SEGMENT.		***
INTERNAT'L DESK	Some believe it is time to establish a permanent international court to handle those accused of "war crimes."	3:20	9:35
MAYAQUEST	CNN NEWSROOM follows the MayaQuest team into southeast Mexico and Guatemala.	3:15	12:50
LOOK AHEAD	The next Turner Adventure Learning field trip takes you to the rainforests of Costa Rica (see page 2 of this Guide).	:45	13:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	15:15
ISRAEL BOMB	Anger and hatred abound in Israel after the recent suicide bombings.	4:55	20:10
GERMANY LOST	The children of Turkish immigrants in Germany still feel like foreigners.	3:30	23:40
PHILIPPINE IMELDA	Ferdinand Marcos' widow, Imelda Marcos, returns to Philippine politics.	2:45	26:25
CUBA MESSAGE	A message in a bottle leads to a new life in America for a Cuban fisherman.	2:45	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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* Adventure Learning electronic field trip, April 16th and 17th.         *
*      For more information, call 1-800-639-7797 today!                  *
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TOP STORY: TROUBLE IN LIBERIA

1. Describe the scene in Liberia's streets yesterday. What has caused this civil unrest?
2. Based on CNN's Jamie McIntyre's report, are American citizens in Liberia truly in danger? Explain. If Americans at the U.S. embassy are evacuated from Liberia, what message does that carry to the nation's citizens? To the rebels? At what point do you believe Americans should be evacuated from a nation in turmoil, such as Liberia? Explain.
3. What is the purpose of an American embassy? What are the jobs of the ambassador and his aides? In your opinion, should they attempt to play a role in rebellions? If yes, describe that role.

4. In your opinion, should ancient cultures and traditions be preserved? State your rationale.
5. In what ways have present day descendents of ancient Mayans mixed the religious beliefs of their own culture with those of western culture (Roman Catholicism)? Why do you think this has happened?

CHALLENGE: Read about the development of Christian traditions, such as Easter and Christmas. What does this development share with the development of Christian/Mayan traditions?

6. The ancient Mayans lived in harmony with the rich rainforests that cover the bridge of land connecting South and North America.
   a. What knowledge about this rich ecosystem, passed down over the years, could be useful to people around the world today? Students should consider knowledge about medicinal plants, ways to protect the ecosystem, ways to live in harmony with the ecosystem.
   b. Use this information to create a poster or other graphic illustration supporting the preservation of ancient cultures and their descendents.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

faction Charles Taylor Samuel Doe dictator rebel interim Monrovia, Liberia Freetown, Sierra Leone embassy compound evacuate huipile (wee-pee'-lay) curandero (koo-rahn-deh'-roh) balche (bahl/-chay) chajul (chah-hool') Lacandon (lah-kahn-dohn')

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  *    *   * *    *        *
*****  *    **    *        ***** DESK:  WAR CRIMES COURT
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1. BEFORE VIEWING: Discuss how wars between nations and factions are often conducive to "war crimes." What kinds of acts constitute "war crimes"?

2. AFTER VIEWING: How are "war criminals" held accountable for crimes committed in the Bosnian War? Is there any permanent international criminal court for similar crimes in other conflicts? Why are some human rights observers calling for the establishment of such a court?

3. What is the International Court of Justice? Have students work in groups to research and learn more about this organ of the United Nations. How is it different from the proposed international court? What might advocates of the proposed court learn from the history and experiences of the International Court of Justice? Discuss.

4. There is already some disagreement among delegates to the meeting for an international court regarding the broadness of the court's mandate. After raising this point, ask students: What is a "mandate"? Why would there be discord surrounding the role of a world court? Distribute the HANDOUT (pg 4) to groups of students.
   a. Have each group brainstorm to consider a possible framework for an international criminal court as described in the video. Groups should use the questions on the HANDOUT to guide them in their thinking.
   b. Have groups present the answers to the questions to the class and be prepared to present the rationale for each idea as well.

   What issues are at the core of disagreement about the proposed international court? Use this activity to illustrate the difficult task ahead for members of the preparatory committee. Discuss the likelihood of a broad consensus among nations on the role and scope of a world judicial body.

EXTENSION: Have students use what they have learned as the basis of

position papers either in support of or against establishing a permanent international criminal court.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
genocide tribunal war crimes crimes against humanity mandate the Hague jurisprudence Nuremburg terrorism sovereignty

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******** ** ** STUDENT HANDOUT: FRAMEWORK FOR AN INTERNATIONAL COURT

DIRECTIONS: In your group, conduct a brainstorming session to help you outline some of your ideas for the framework of a new, permanent International Court. Use the questions below to help guide your discussion. Be prepared to present your ideas to the class along with your group's rationale for each.

1. Who should be on this court? What countries should be represented? Should different nations serve "terms" on the court? Explain.

2. Where should this court be headquartered?

3. What would be the source of this court's authority? To whom would its judges be accountable?

4. What should be the scope of the court's jurisdiction? What crimes should it have the power to prosecute?

5. By what method should the court arrive at a verdict (majority rule of judges, unanimity, etc.)?

6. Give examples of some "sentences" the court would have the power to impose.

7. What if the convicted party refused to abide by its sentence? How should the court should be able to enforce its decision?

8. In this court, would the accused be "innocent until proven guilty" or "guilty unless proven innocent"? Why?

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********    **    ** NEWSROOM WORLDVIEW
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ISRAEL BOMB: TERRORISM--ISRAEL

1. How have Israelis reacted to terrorism? Why do they believe the terrorist acts continue to happen? Are the "urban jungles" of American cities more violent than Israel's major cities, as the video suggests?
   a. Gather data for Israel and a comparable area in the U.S.
   b. Compare the rates for violent crimes, such as murder and assault.
   c. Which is more dangerous? What factors contribute?

   CHALLENGE: Research terrorism sites in Israel during the past decade and mark each incident on a map. Identify patterns in the violence.

INTERNET: http://www2.usnews.com/USNews/news/bombing.htm

GERMANY LOST: GERMANY--IMMIGRATION & EMIGRATION

2. Have Turks that immigrated to Germany been economically successful? What difficulties have they experienced? Why do their children feel alienated from German life? Is this true for all immigrant groups? Examine the immigrant experience in your own country. Focus on a specific group that arrived after World War II. To what extent have they been assimilated into the culture? Does alienation appear to be a continuing problem? What factors seem to increase the sense of alienation?

INTERNET: http://www.fu-berlin.de/POLWISS/mdb-projekt/oezdemir/sonstiges/ce4.html

PHILIPPINE IMELDA: PHILIPPINES--POLITICS

3. Why has Imelda Marcos returned to the Philippines? What reaction has she received to her new political career? Research her background. What are her roots? What role did she play in the Marcos regime? Do you think that she will be accepted as a participant in the Philippine political process? Why/Why not?

INTERNET: http://oneworld.org/gemini/gemini_elections.html

CUBA MESSAGE: U.S.--IMMIGRATION & EMIGRATION

4. How did the Cuban fisherman get the message from the Harbor Day School? How has his life changed since then? Why was it important that he became the students' pen pal? Select a country and write to its embassy for the names and addresses of schools that might like to communicate with you or your class. Interest others in your project and see what difference you can make.

INTERNET: http://www.unipr.it/~davide/cuba/home.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

initiatives	suicide bombers	dehumanization	Ramadan
multicultural	disgraced	global vision	indicators

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******  **   **   *                          Wednesday, April 10, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Diplomats struggle to salvage the remains of Liberia's one year-old peace agreement.	3:20	4:20
HEADLINES	FORMER CONGRESSMAN DAN ROSTENKOWSKI FINED, SENTENCED TO PRISON	:30	4:50
AT ISSUE	Pres. Clinton signs the line-item veto into law.	2:45	7:35
POP QUIZ	How many pens did the President use to sign the line-item veto bill?	:30	8:05
AROUND THE WORLD	N. Korea sends troops into the demilitarized zone, violating the 1953 Armistice.	2:35	10:40
QUOTE	...William Shakespeare, on clothes.	:35	11:15
BUSINESS DESK	The Hermes tie has held the Hermes company together during the lean years.	2:05	13:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:20	16:00
BOSNIA MENTAL	A small asylum in Bosnia cares for 400 people with little food and few workers.	2:15	18:15
BHUTTO INTERVIEW	Prime Minister Benazir Bhutto is the first woman to lead an Islamic nation.	2:40	20:55
ITALY MUSIC	Pirating music is big business in Italy.	2:35	23:30
BORDER PHARMACIES	Some Americans cross the border to buy prescriptions for a fraction of the cost.	2:40	26:10
ASIA MOVIE	Asian movies move into U.S. markets.	2:55	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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*            Call 1-800-639-7797 for more information.                   *
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TOP STORY: LIBERIA CEASE-FIRE

1. According to the video, "Liberia's future looks dangerously like its recent past." Group students to research Liberia's six-year old civil war and share their findings in a class discussion. Then challenge each group to prepare and present a "stand up" news report "live" from Monrovia five years from now, predicting Liberia's political future.

AT ISSUE: THE LINE ITEM VETO

2. What is the line item veto? Why have presidents of both parties asked Congress to give them this power? Why do you think that its passage had bipartisan support?

3. Working in small groups, have students use texts to identify the following terms: veto, pocket veto, line item veto. Have each group explain the differences among these three concepts. Why might a supporter of the checks and balances system have a problem accepting the notion of a presidential line item veto? Discuss.
4. Distribute the HANDOUT (pg 4) to groups of students. Have each group use its resources to identify some of the powers and duties of each branch of the U.S. government, noting those ideas in the appropriate boxes on the HANDOUT. Instruct each group to draw lines between branches and write features of the checks and balances system on those lines (example given). Have groups present their diagrams. As a class, decide where to place the "line item veto." Discuss whether it substantially alters the balance of power.

AROUND THE WORLD: NORTH KOREA'S TROOP MOVEMENTS

5. What are North Korean troops doing that have captured U.S. attention? Does the U.S. see this action as "provocative"? Explain. According to the video, what are the North Koreans trying to accomplish by this action?

BUSINESS DESK: HERMES TIES

6. Lead a class discussion of the top selling products for several different companies. Ask students to speculate on the fate of those companies without their top sellers. Group students and distribute the HANDOUT (pg 3). Have each group choose a company and, following the directions on the HANDOUT, find out how important the TOP SELLER is to their company's health. Reconvene the class to share findings and pie graphs.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

warlords Roosevelt Johnson Krahn line item veto Robert Byrd
balance of power checks and balances Contract with America
Stalinist Kim Jong Il Armistice Panmunjom balance sheet

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STUDENT HANDOUT: TOP SELLERS

DIRECTIONS: Find out what product "drives" or "rescues" a specific company. Work with your group to choose a company that markets several products.

1. Name each product and describe its type (e.g., NIKE -- athletic shoes).
2. Identify the company's TOP SELLER.
3. Identify the target market(s).
4. Write a brief profile of the progression of the TOP SELLER to its current position in the company.
5. Create a pie graph showing the percentage of sales each product represents for the company.

COMPANY: _____

PRODUCT: _____ TYPE: _____

_____ _____

_____ _____

_____

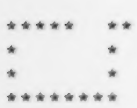
TOP SELLER / PRODUCT TYPE

TARGET MARKET(s): _____
(describe) _____

_____

TOP SELLER_____
PROFILE:
_____
_____
_____

PIE GRAPH:



STUDENT HANDOUT: BALANCE OF POWER

DIRECTIONS: Use your text and other resources to complete the following diagram. Fill in powers and duties of each of the 3 branches in its appropriate box. Draw lines between branches; on those lines write some of the features of the "checks and balances system" or ways that each branch restrains the powers of the others. (EXAMPLE: On a line between the EXECUTIVE and LEGISLATIVE BRANCHES, you might write "Senate must approve Presidential appointments.")

EXECUTIVE BRANCH The President POWERS/DUTIES:

LEGISLATIVE BRANCH The Congress POWERS/DUTIES:

JUDICIAL BRANCH The Supreme Court POWERS/DUTIES:

Share your completed diagram with the class. As a class, decide where you would place the "Line Item Veto" then add it to the diagram. Based on your research and what you have seen in the video, does this new addition substantially tip the balance of power? Discuss.

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********    **    ** NEWSROOM WORLDVIEW
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BOSNIA MENTAL: BOSNIA--INSTITUTIONAL CARE; MENTAL HEALTH

1. Who occupies the asylum shown in the video? How have they survived the three years of war? What type of relationship have they developed? What kind of assistance do they need?

INTERNET: http://www.cco.caltech.edu/~bosnia/

BHUTTO INTERVIEW: PAKISTAN--POLITICS; NUCLEAR ENERGY

2. Why is there concern about Pakistan's nuclear program? How would a non-proliferation agreement help? Find out which nations have nuclear weapons and which have some nuclear capability. Mark each country on a world map and include the year each went "nuclear." Describe discernable patterns. How urgent is this problem? What actions would you recommend?

INTERNET: http://www.columbia.edu/~maq1/pak.html
http://webhead.com/WWWVL/India/india2.html

ITALY MUSIC: ITALY--BUSINESS ENTERPRISES--MUSIC

3. Why has Italy become a center for the pirate music industry? Why are they able to sell their CDs more cheaply? Research the music industry to find out what it costs to produce a CD. List the costs and mark off those a pirate does not have to pay. Ultimately, which one is gouging the customer?

INTERNET: http://www.spa.org/piracy/homepage.htm

BORDER PHARMACIES: MEXICO--BUSINESS ENTERPRISES--DRUGS

4. Why are Americans going to Mexico to fill their prescriptions? How can they be sold there so much more cheaply? Gather and analyze data for drug pricing by a major pharmaceutical firm. Is the company simply following the laws of supply and demand, charging what the market will bear or do they deliberately overcharge customers? Do you think the government should control drug prices? Describe/discuss potential consequences.

INTERNET: http://www.nerdworld.com/nw837.html

ASIA MOVIE: ASIA--MOTION PICTURES

5. What evidence suggests a growing market for Asian films in the United States? What films have been most successful? Conduct a survey to determine whether people go to movies to see an interesting story, the work of a specific producer or director or specific movie stars? What do the results suggest about the future of Asian films in America?

INTERNET: http://www.wam.umd.edu/~lamheung/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

deprivation	social stigma	allegations	regional goals
non-proliferation	consensus	bootlegged	black market

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******  **   **   *                          Thursday, April 11, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	Pres. Clinton leads dignitaries in final "goodbye" to Commerce Secretary Ron Brown.	3:25	4:25
LIBERIA	Evacuations continue in wake of unrest...	1:00	5:25
HEADLINES	U.S. EXPELS SUDANESE DIPLOMAT...PRESIDENT CLINTON VETOES LATE-TERM ABORTION BAN...	:45	6:10
LOOK AHEAD	TOMORROW: Global Youth Forum	1:00	7:10
SCIENCE DESK	Meet an M.I.T. graduate student who's a real "Internet Man."	3:30	10:40
OUR WORLD	A seven-year old pilot takes off on a record-setting flight.	:45	11:25
FIELD TRIP PREVIEW	For more information on this upcoming electronic field trip, see page 2.	2:00	13:25
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:05	15:30
PHILIPPINES MARCOS	The Philippines continues to try to recover money taken by the Marcos family.	3:00	18:30
FIGHTING IRISH	Some Irish-Americans raise objections to the "Gaelic Gotham" exhibit.	3:20	21:50
INDIA CAR	Many international car manufacturers are opening factories in India.	2:15	24:05
BARBIZON ART	Barbizon, France, is home to some of the 19th century's most interesting art.	4:20	28:25

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CNN NEWSROOM WORLDVIEW CLOSE 1:35 30:00

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ANCHOR DESK April 11, 1996 (2)

TOP STORY: RON BROWN FUNERAL

1. Commerce Secretary Brown's death was called "a loss to the family of America." Explain what you think this statement means. Discuss how President Clinton feels this loss both politically and personally.
2. Group students to examine the past week's media coverage to find articles and stories on the death of Secretary Brown. Direct groups to look also for other news items that were covered. Have groups
   a. compare the amount of coverage spent on the different news stories of the week;
   b. pretend to be executives for any news organization and decide whether or not they would have given the SAME amount, LESS coverage or MORE coverage to this story; then
   c. present their ideas and rationale.
3. Ask students to comment on the emotions/images they witnessed in the video segment. Ask: "In your opinion, when should "private" grief become "public"? Discuss the role of the media and audience in the coverage of a personal or public tragedy.
   a. Should the public have the "right" to see these images?
   b. Does the fact that the deceased was a high profile government official supersede a family's right to privacy?
4. Direct students to a) interview older family members about the rituals surrounding death and burial in their cultures and b) share their findings with the class. What common elements did Secretary Brown's funeral ceremony share with those that may have taken place in students' families? What do these elements reveal about the cultures from which they came?

HEADLINES: SUDANESE DIPLOMAT EXPELLED; CLINTON VETOES ABORTION BAN

5. Why did the U.S. government expel Ahmed Yousif Mohamed? Assist groups in conducting research to find out why diplomats can be

"expelled." Discuss the implications for U.S./Sudanese relations in this case.

6. Explain why President Clinton vetoed the late-term abortion ban. How might this veto be used for his political BENEFIT or DETRIMENT this campaign year? Discuss.

****

ELECTRONIC FIELD TRIP PREVIEW: Join Turner Adventure Learning on a LIVE interactive electronic field trip via satellite from Costa Rica's La Selva rainforest. Students will learn about biodiversity and sustainable development as they explore "Science in the Rainforest" next Tuesday, April 16th, and Wednesday, April 17th. It is not too late to register! Call 1-800-639-7797 today!

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Harlem recollections full military honors Sudan diplomat□

April 11, 1996 (3)

DESK: COMPUTER HEAD

1. BEFORE VIEWING: If you could videotape your whole day and show it, live, to a complete stranger, what do you think he or she might think of you and your life? Would that impression be accurate? Why/Why not?

2. AFTER VIEWING: What is the "wear-cam?" What technologies might Steve Mann's camera help develop? What might be other practical, useful applications for a "wear-cam"? Discuss.

3. What are the main components of Mr. Mann's communications setup? Have students review the video and diagram how live images from Mr. Mann's life get out to the Internet. Have students share and critique their diagrams, explaining the system's main parts and how they work.

4. How can you accurately record a day in your life? Distribute the HANDOUT (pg 4) to students. Have them choose one day in the next week to record. Have available tape recorders or cameras for students to use or to check out if needed. On their chosen day students should:

a. Keep as detailed a log of the events in their life for that day as possible. Include conversations, places visited, sights seen, routine events, everything.
b. Use the chart on the HANDOUT as a summary guide line to help coordinate the day's record.

Forewarn students to be prepared to present documentation of their "day" to the class, unedited. Choose a day and invite volunteers to make their presentations. Ask: How difficult/easy is it to give full scope to the life you live in words and pictures? Imagine if everyday you lived were under such possible scrutiny? How might that impact the way you live your life?

5. If a system such as the wear-cam were readily available to you, how would you use it? Group students.
   a. Brainstorm lists of possible applications for wear-cams from helping sick students attend classes to "attending" that important concert or game.
   b. Share and discuss group lists.
   c. Speculate about what limits students might see as necessary in using the system. Consider ethical and logistical problems in the deliberations.

   Gather group ideas into a "wear-cam" creed. Send class ideas to Mr. Mann at his Web site and invite his comment.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

wear cam internet MIT bionic□

April 11, 1996 (4)

STUDENT HANDOUT: SCRIPT FOR A DAY

DIRECTIONS: Choose one day. Keep as detailed a log of the events in your life for that day as you can. Include conversations, places visited, sights seen, routine events, everything. You may choose to tape record, draw, photograph or videotape the day as it progresses. Use the chart below as a timeline guide to your record.

-----Date: _____	----------Record of events----------
6:00 a.m.	
7:00	
8:00	

9:00	
10:00	
11:00	
noon	
1:00 p.m.	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	
10:00	
11:00	

Be prepared to present your "day" documentation to the class, unedited. Imagine if everyday you lived were under such possible scrutiny. How might that impact the way you live your life?□

April 11, 1996 (5)

NEWSROOM WORLDVIEW

PHILIPPINES MARCOS: PHILIPPINES--POLITICS

1. How was Ferdinand Marcos able to acquire millions of dollars during his tenure of office? Where does the Philippine government think this money has gone? Search for information on this situation. As a class:

a. Decide whether or not the U.S. government should help the Philippine government to recover the money.
b. Write to your Congressional representative/Atty. General with concrete suggestions about what should be done.

INTERNET: http://www2.nando.net/newsroom/ntn/world/011796/world14_16759.html

FIGHTING IRISH: NEW YORK CITY--ART MUSEUMS; EXHIBITIONS

2. What objections have some Irish-Americans raised about the Gaelic Gotham exhibit? What do they suggest instead? Review Irish immigration to the U.S. then create a graphic representation showing positive and negative. Which aspects of the Irish experience might be referred to in the video as the "heart and soul of Irish perceptions of themselves"?

INTERNET: http://reality.sgi.com/csp/IrishNet/links.html

INDIA CAR: INDIA--ECONOMIC DEVELOPMENT; INDIA--AUTOMOBILE INDUSTRY

3. Why have so many major auto manufacturers decided to open factories in India? Why is India's government enthusiastic about the projects? Gather data about India's GNP, level of exports and unemployment rates. Display your data and project the effect of this foreign investment on India. Why is India interested in the export possibilities? What negative effects might stem from these investments? Explain.

INTERNET: http://www.mol-usa.com/

BARBIZON ART: BARBIZON, FRANCE--ART; EXHIBITIONS

4. What was the Barbizon School of Art and its philosophical underpinnings? Create a philosophy that expresses how you feel about life, how it should be lived and what is important in it. Use your philosophy to create a display of life as you see it, using pictures to represent your ideals of truth, beauty and goodness. Compare your philosophy with those of others. What ideals do you have in common? Where do you disagree? Reevaluate and clarify your philosophy.

INTERNET: http://www.ensmp.fr/~scherer/adminet/world/fr/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

corruption	contributions	curator	scholars	sensitivity
quandary	perceptions	consumption	entrepreneur	materialism

To: Stephanie

301-953-0263

From: Cortlee

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******  **   **   *                                    Friday, April 12, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Seven-year-old minor pilot crashes plane in a try for the Guinness Book of Records.	6:00	7:00
HEADLINES	ISRAEL HUNTS HEZBOLLAH, BOMBS BEIRUT, LEBANON	:40	7:40
EDITOR'S DESK	-Liberia's civil war continues as U.S. evacuates U.S. nationals. -UN Security Council appeals to N. Korea to honor the 1953 armistice agreement. -Unabomber investigation continues.	3:55	11:15
THIS DATE	...Salk polio vaccine is safe, effective	:25	11:40
OUR WORLD	Eighty nations meet at the Carter Center to focus on putting children first.	2:20	14:00
FOLLOW UP	...on Scarlett, the cat, and her kittens...	:30	14:30
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	16:05
IMMIGRANT ODYSSEY	Immigrants face increasing barriers in their struggle for a new life in America.	5:05	21:10
PROTOCOL TRAINING	Olympic officials in Atlanta, Georgia, grapple with issues of protocol.	3:15	24:25
ICE CREAM WARS	Baskin-Robbins faces competition from local ice cream producers in Moscow.	2:10	26:35
CROATIA MOVIE	A just-released movie in Sarajevo depicts the Bosnian war.	2:15	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

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*    the CNN NEWSROOM "Democracy in America Desk" every Monday!          *
*   Regular CNN NEWSROOM programming, including the "Democracy in        *
*       America Desk" continues throughout the summer, too!              *
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TOP STORY: JESSICA DUBROFF -- MINOR PILOT

1. According to the video, Jessica Dubroff was "ambitious." What was her "ambition" and whose idea was it? Lead a class discussion of the facts in this tragedy, including those about the pilot, the weather, etc. Ask: In your opinion, who bears responsibility for what has occurred? Explain your response.
2. Challenge groups to secure a copy of the FAA regulations governing pilot licensing and review for whether or not strict compliance occurred in this case. Have students comment on the following quote from the video: "...there is more to being a pilot than sitting in the seat and manipulating the controls."

Does this statement hold true for other activities which may or may not also require a license? Discuss.

3. The Guinness Book of Records has rescinded the "mirror pilot" category. Group students to a) search for other Guinness categories they feel could have equal safety concerns then b) write a short position papers for one of those categories.

EDITOR'S DESK/NEWSQUIZ

4. In most crossword puzzles you have to guess the right word from the clue. In the Topsy-Turvy News Crossword (pg 4), the task is to write the clues for words from this week's News Terms.

OUR WORLD: CHILDREN FIRST

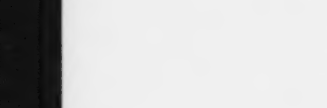
5. Who was the focus of this conference? Group students and have each group compare the Infant Mortality Rate (IMR) for children in "developed" and "developing" nations. List the causes of infant mortality, marking those considered "preventable." Challenge groups to find out how these causes can be prevented and what, specifically, impedes prevention.
6. Create and prioritize a checklist of items students feel children need to survive and thrive in any culture. Have student groups use this list to rate their community and the nation to find where children are on these agendas. As a class, write a letter to the editor of the local paper sharing groups' findings, opinions and suggestions for change.

MEDIA LITERACY: NEWS FROM AROUND THE WORLD

7. Have students use HANDOUT (pg 3) as a guide to research news stories from around the globe. As a class, categorize the stories and determine whether media coverage is an accurate representation of people and events worldwide. How can the public broaden its perspective on other regions of the world?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

FAA Carter Center preventable disease Infant Mortality Rate (IMR)



STUDENT HANDOUT: MEDIA LITERACY: News from Around the World

DIRECTIONS: We get news of nations and regions around the world through the media. Do the media give us a true picture of these regions? Select an area of the world and search to discover stories of people and nations within that region. Summarize the stories and classify each as (1) political, economic or social views; (2) hard news, lifestyles or editorials; and, (3) positive or negative representations of the region.

THE REGION:

==========

STORY DATELINE: SOURCE:
SUMMARY:

CLASSIFICATIONS:

==========

STORY DATELINE: SOURCE:
SUMMARY:

CLASSIFICATIONS:

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STORY DATELINE: SOURCE:
SUMMARY:

CLASSIFICATIONS:

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STORY DATELINE: SOURCE:

SUMMARY:

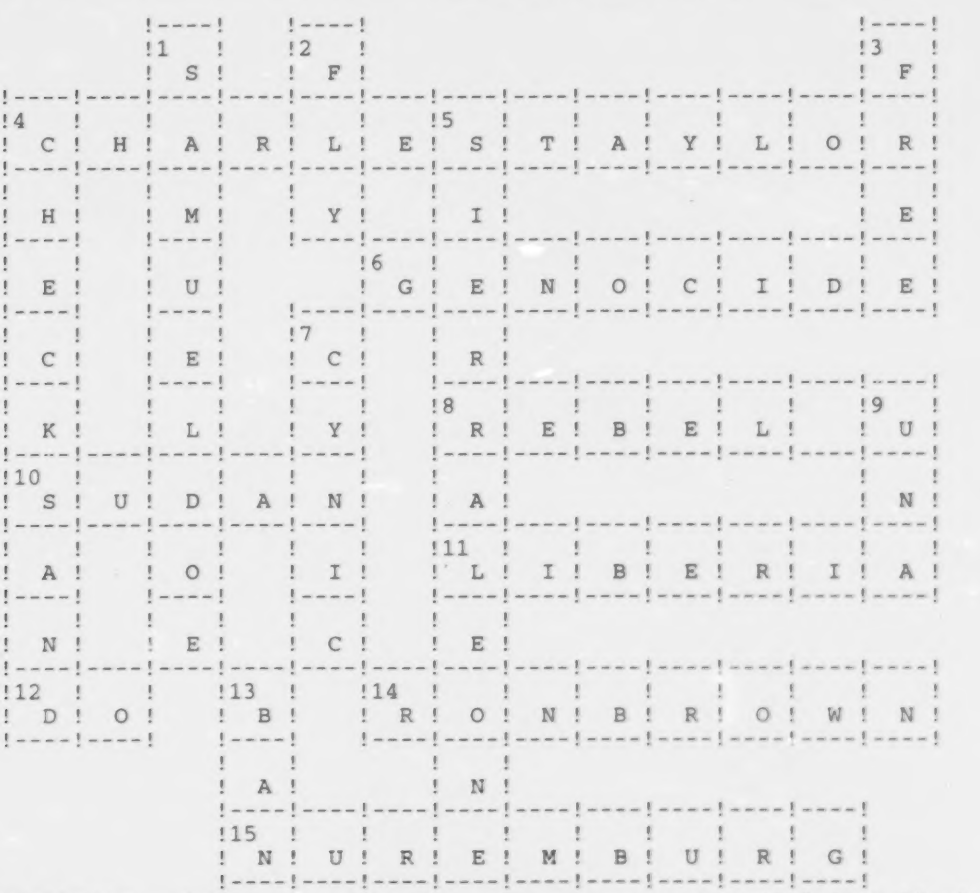
CLASSIFICATIONS:

==========

ANALYSIS: Based on your search, how would you rate the media's coverage of the region? Explain. Where might you go to find more complete coverage? CHALLENGE: Present your news stories within a classroom "News from Around the World" program.

TOPSY-TURVY NEWS CROSSWORD

DIRECTIONS: In most crossword puzzles you have to guess the right word from the clue. In a topsy-turvy crossword, your task is to write the clue for words from this week's News Terms. Good Luck!


1 S
2 F
3 F
4 C H A R L E S T A Y L O R
H M Y I E
5
E U G E N E O C I D E
6
C E C R
7
K L Y R E B E L L
8
9 U
10 S U D A N A N
A O I L I B E R I A
N E C E
11
12 D O
13 B
14 R O N B R O W N
A N
15 N U R E M B U R G

CHALLENGE: Challenge a partner to use your clues to fill in a blank crossword puzzle.

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*      *   * *   * *
********    **    ** NEWSROOM WORLDVIEW
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IMMIGRANT ODYSSEY: USA--IMMIGRATION AND EMIGRATION

1. Trace the path Dr. Kouka took to America. What difficulties has he experienced? In what way is Olivene Schiraldi's story different? Discuss the current controversy over immigration to the U.S. then create a survey form to find out
   a. what people know about who today's immigrants are and their occupations; and,
   b. their ideas/feelings about what should be the immigration policy.

   Conduct the survey, then collate and analyze class results. How do the interviewees feel about immigration? In your opinion, are people informed enough generally to make sound policy decisions? Explain.

INTERNET: http://www.contact.org/usimm.htm

PROTOCOL TRAINING: ATLANTA, GEORGIA--OLYMPIC GAMES

2. Why is protocol training so important to the success of Atlanta's Olympics hosting effort? Consult books and/or interview people from other countries to find out about their social preferences. As a class, create your own protocol guide. In protocol, what appears to be more important, common sense or cultural sensitivity? Explain your response.

INTERNET: http://www.atlanta.olympic.org/

ICE CREAM WARS: MOSCOW--ECONOMIC DEVELOPMENT; INDUSTRY--ICE CREAM

3. Why does Olga feel that her ice cream is superior to that produced by Baskin-Robbins? Who won the taste test? What does that mean? Conduct your own taste test using competitive cola soft drink products. How accurately do people differentiate among the choices? Do the participants prefer the taste of the brand they usually purchase? Do people make purchases based on comparative tastes or based on brand names? Which is more important for success, a good taste or good advertising?

INTERNET: http://www.relcom.ru/www/wtr/

CROATIA MOVIE: BOSNIAN WAR; BOSNIA--INDUSTRY--MOTION PICTURES

4. Discuss the controversy over and the public's reaction to the movie "Sarajevo." What kind of box office reception do you think the movie will get? Explain your response.

INTERNET: http://www.cco.caltech.edu/~bosnia/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

resistance	political asylum	protocol	hospitality industry
nationalism	connoisseurs	surreal	customer satisfaction

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******  **   **   *                                  Monday, April 15, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Thousands of Lebanese refugees flee Israeli attacks against the Hezbollah.	4:35	5:35
HEADLINES	CHAOS IN LIBERIA...PRES. CLINTON HEADS TO SOUTH KOREA, JAPAN AND RUSSIA...	1:00	6:35
POP QUIZ	In the 1992 U.S. presidential election, in what state did Ross Perot win more votes than did Bill Clinton? (Utah)	:30	7:05
DEMOCRACY IN AMERICA	Ross Perot heads back to school to garner the youth vote for his political party.	3:00	10:05
WORLDVIEW LOOK AHEAD	Iran's restless teens balance the spirit of youth with the confines of culture.	:30	10:35
OUR WORLD	A Thai art school provides young artists with opportunities to use their talents.	2:50	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:15
BOSNIA MISSING	The search has begun for the thousands of soldiers who are missing in action.	1:50	17:05
IRAN YOUTH	Teenagers seem unhappy with the Islamic government in Iran.	3:35	20:40
MISSIES	Korean wives want more than a husband.	3:35	24:15
NOAH'S ARK	Some endangered animals have a new home.	:30	24:45
BRITAIN BALLROOM	Formal ballroom dancing makes a comeback in Britain.	3:10	27:55
CNN NEWSROOM WORLDVIEW CLOSE		2:05	30:00

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TOP STORY: ISRAEL/LEBANON CONFLICT

1. What event precipitated the Israeli attacks on Southern Lebanon? Identify the Israeli objectives as stated in the video. What "message" is Israel trying to send to the Hezbollah guerillas? to the Lebanese government?
2. What has been the international reaction to the Israeli attacks? How might international support be bolstered or eroded by the course of Israeli military actions? Working in small groups, have students:
   a. Choose and represent a country with an interest in the

successful conclusion of hostilities between Israel and Lebanon/The Hezbollah.

b. Brainstorm ideas aimed at addressing the reasons for the current conflict and how it might be resolved.

c. Put these ideas, in the form of a speech, to an assembly of national representatives discussing the situation.

Have each group select a spokesperson or "ambassador" to deliver its speech to the assembly (class) of interested nations. What might be the Israeli or Lebanese response to your ideas? How important is international support or condemnation in shaping the course of events in the MidEast?

3. What is the relationship between the Hezbollah and the Lebanese government? How might the Lebanese government affect control over the supposed terrorist activities of the Hezbollah against Israel? Explain.

OUR WORLD: THAI ART SCHOOL

4. Who is Sangkom Thongmee? How is his art school supported? Why do you think his students have been so successful in their subsequent careers in art?

5. According to the video, many of his students regard Sangkom Thongmee as the "gatekeeper of opportunity." Encourage students to write a journal entry about someone in their lives who has provided them with a "gateway" to opportunity. This person might be a friend, relative, teacher or coach -- someone whose actions or deeds have provided either the means or the inspiration to pursue an activity. Have students share their journal entries both with the class and with the people who inspired them.

----------EDITOR'S NOTES. TODAY'S NEWS TERMS----------

diplomatic intervention Katuysha Hezbollah Ehud Barak
Sri Songkram High School Santipong Waroye Sangkom Thongmee

***** ** ** *
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******** ** ** DEMOCRACY IN AMERICA DESK: PEROT YOUTH VOTE

1. BEFORE VIEWING: What is meant by the term "third party"? Name a third party candidate with whom you are familiar.

2. AFTER VIEWING: Who is Ross Perot? What is the name of his "third party"? Why has he taken his message to college students? In your opinion, is the time and resources spent for a possible "third party" candidate a good allocation of resources? Explain.

3. Describe some of the different reactions college students have to Ross Perot and his message. Besides garnering signatures to get his party on the ballot in all 50 states, why is Mr. Perot approaching this particular age group?

4. Historically, how have young voters (under 30 years old) fared compared with other age groups when it comes to exercising their right to vote? Working in groups, have students conduct research to try to answer this question. Share findings. Ask: What could candidates and their parties do to promote young voter turnout? Brainstorm and list ideas. Discuss these possibilities with the class.

5. Name "third parties" that have appeared on the U.S. political scene throughout history. How have they fared in national elections?

a. Distribute the HANDOUT (pg 3) to groups of students. Challenge each group to search their texts and other resources to find examples of "third parties" that ran candidates in U.S. presidential elections. Have them record the appropriate information on the HANDOUT.

b. Have groups analyze and share their results.

c. After class discussion, direct each student to write an essay that explains why, in his/her view, "third parties" have not been very successful in U.S. politics. Have students also address their views on whether or not they think this trend will hold in the future.

6. Divide the class into groups and have each select any country with a multiparty system. Have groups prepare oral reports on their chosen political systems and conclude by comparing it with the dual-party system associated with the U.S. What are some shortcomings associated with "coalition" governments? In contrast, what are some benefits of the multiparty approach? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Ross Perot Reform Party petition approval rating electorate

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*      *  *  *  *  *
*      *   * *   * * DEMOCRACY IN AMERICA DESK
********    **    ** STUDENT HANDOUT: THIRD PARTIES
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DIRECTIONS: At different periods throughout U.S. history, "third parties" have surfaced on the national political scene. What are some "third party" examples and what issues attracted voters? Use your text and other resources to find specific examples of a "third party" in U.S. presidential elections. For each example, write the year of the election; the name of the "third party" and its candidate; the issues that attracted voters to this "third party"; and, the election's outcome.

YEAR	NAME OF PARTY AND CANDIDATE	ISSUES THAT ATTRACTED VOTERS	OUTCOME OF ELECTION

Analyze your findings for the class. Write an essay explaining why, in your view, "third parties" have not been very successful in the U.S. Do you think this trend will hold in the future? Explain.

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********    **    ** NEWSROOM WORLDVIEW
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BOSNIA MISSING: BOSNIAN WAR

1. How are people trying to locate their relatives in Bosnia? All wars are tragic but some are more costly than others. Compare casualties among several civil wars during the past 20 years. Which ones had the most casualties? Which ones had the largest percentage of population killed or wounded? Describe what appears to be the general legacy of each of the wars you examined. Write a poem/song lyric, etc., expressing your reaction to the information that you found.

INTERNET: http://www2.nando.net/newsroom/ntn/world/011896/world1_25589.html

IRAN YOUTH: IRAN--SOCIAL LIFE & CUSTOMS; ISLAMIC LAW--FUNDAMENTALISM

2. WHILE VIEWING: List the things Iranian teenagers do in order to have a good time, or would like to do if they were allowed. What restrictions does Islamic fundamentalism place on them? AFTER VIEWING: Compare teen activities in Iran with those in your community. What similarities and differences exist? To what extent are these differences the results of restrictions? How would the Islamic restrictions change your life? Would all of the changes be negative? Explain.

INTERNET: http://www.ed.ac.uk/~bhm/links.html

MISSYS: SOUTH KOREA--SOCIAL LIFE & CUSTOMS; ECONOMY

3. Why do young married women want to work? How does the situation change the husband-wife relationship? Why are advertisers encouraging such behavior? Examine advertisements for examples of the influence they may have on women, teenagers and other marketing target groups. To what extent do ads reflect changes in social behavior and to what extent do they influence such behaviors? Interview a sociologist about the factors that influence social change. If advertisements are influential, should their content be controlled? Explain?

INTERNET: http://neal.ctstateu.edu/history/world_history/archives/easia01.html

BRITAIN BALLROOM: GREAT BRITAIN--ENTERTAINMENT; DANCING

4. What is ballroom dancing? Why are the British increasingly interested in participating? Search out and evaluate the appeal of such activities in your community. Explain your results.

INTERNET: http://wchat.on.ca/dance/pages/2bllroom/0bworld.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

frontline	legacy	underground	upscale	priority
consumerism	amenities	marketeers	pageantry	harmony

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******  **   **   *                                    Tuesday, April 16, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israeli attacks against Hezbollah could undermine the Mideast peace.	3:15	4:15
HEADLINES	U.S., SOUTH KOREA PROPOSE PEACE TALKS... LIBYA DENIES SECRET WEAPONS FACTORY...	2:00	6:15
AROUND THE WORLD	A South African commission examines the abuses that occurred under apartheid.	3:25	9:40
LOOK AHEAD	Afghanistan: The Forgotten War 6:30 pm ET, 3:30 pm PT, today on CNN	:20	10:00
POP QUIZ	When did Cuban President Fidel Castro come to power? January 1, 1959	:35	10:35
INTERNAT'L DESK	The Internet offers two perspectives of life in Cuba, via Cyberspace.	2:35	13:10
SPORTS PAGE	Kenyan runners win Boston Marathon...	:30	13:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	15:40
TAIWAN VOTES	The war games and voting are over but Taiwan's status is still unclear.	3:35	19:15
WILDLIFE SMUGGLING	In Florida, agents fight against international wildlife smugglers.	3:00	22:15
BRITISH FUTURIST	A day in the life of a futurologist is an interesting thing to behold.	2:35	24:50
THAI DANCE	Thailand's youth practice hard to keep an age-old dance tradition alive.	3:45	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

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TOP STORY: ISRAEL CONTINUES ATTACKS AGAINST HEZBOLLAH

1. Why has Lebanon asked the UN to intervene in the latest Mideast crisis? How has Israel reacted to this demand?
2. According to the video, "Israel is hoping that its air raids -- and the hundreds of thousands of terrified Lebanese -- will pressure Lebanon and Syria to disarm Hezbollah." Ask students to consider how this could be accomplished.
   a. First, have them consider what influence Lebanon and Syria have on Hezbollah and why. Assist groups of students as they research the Lebanon/Syria/Hezbollah connection.
   b. Have groups share their findings.

c. Lead the class in generating a list of ideas on how the Lebanese and Syrians could help "disarm" Hezbollah.
d. Have the class evaluate each idea for its feasibility.

3. In today's TOP STORY we learn also that Israel's actions could have a negative effect on the Mideast peace process. After viewing the TOP STORY, have students work in groups to research how continued Israeli attacks could promote a realignment of some Arab nations and cause more problems for the region. Challenge each group to create a diagram/chart on posterboard illustrating the possible "domino effect" of sustained Israeli attacks.

AROUND THE WORLD: SOUTH AFRICA'S APARTHEID COMMISSION

4. What is "apartheid"? When and where did it exist? Why are South Africans "reliving" its horrors? Describe some of the accounts to the commission by witnesses who suffered under apartheid. How did that oppression affect people of all races in South Africa?

5. Around the world and throughout history, people have suffered terrible oppression and persecution because of who they were or what they believed. Group students. Have each group choose one period of oppression at any time in world history and use that information to reenact a "truth commission" to address that period. Who might be brought before the "truth commission" and why? What might the commission authorize as "penalties" for this oppression?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Warren Christopher Damascus guerillas antagonists Jerusalem
Shimon Peres Ehud Barak Farouk al-Shara Johannesburg
apartheid Nelson Mandela Desmond Tutu oppression amnesty

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  *    *   * *    *        *
*****  *    **    *        ***** DESK: CUBA ON THE "NET"
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1. BEFORE VIEWING: Following the overthrow of the dictatorship in Romania, the world discovered that one means of control Nicolae Ceausescu's government wielded was to restrict all means of communication -- even typewriters. Ask students to discuss reasons for this edict. What do they think Mr. Ceausescu would have thought about the INTERNET? Explain.

2. AFTER VIEWING: What has the INTERNET provided for people interested in information about Cuba? Who uses this forum? Compare the governing goals of both Castro and Ceausescu. In your students' opinions, which is the wiser course of action: Ceausescu's restrictions on information sources or Castro's use of them? Explain.

3. "We owe almost all our knowledge not to those who have agreed, but to those who have differed." -- Charles Caleb Cotton
Do students agree or disagree with Mr. Cotton? Challenge them to write an editorial on open access to the NET that begins with Charles Cotton's assertion and uses the INTERNATIONAL DESK as its primary example.

4. Ask students to discuss the importance of knowledge in decision making. Asked to take a stand on a hot topic or settle a complex dispute, would it be important to hear as many different views as possible? Why/Why not? The INTERNET is fast becoming a forum of opinion on the subject of Cuba.
a. Distribute the HANDOUT (pg 4) to students, assigning one INTERNET address to each of several small groups.
b. Challenge groups to research their assigned address on the "NET," noting information called for on the HANDOUT.
c. When all groups have completed their research, have one group make a 1-minute presentation of their finding.

d. Hold a short discussion (no more than 5 minutes) on American policy on Cuba.
e. Have the second group make its presentation and continue the discussion.
f. When all groups have presented, ask each class member to write a brief statement of policy on relations with Cuba that he or she believes the U.S. government should pursue.
g. In discussion, analyze the importance of information to decision making on the basis of this activity.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
cyberspace home page Cubanet surfing the INTERNET

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******** ** ** STUDENT HANDOUT: CUBA ON THE 'NET

DIRECTIONS: "Visit" your assigned address below on the INTERNET's superhighway. Find out as much as you can about the group who maintains the address and their opinions on the Cuban government and its relations with the United States.

ADDRESSES:
1. The National Web Site of the Republic of Cuba
   http://www.cubaweb.cu/
2. Republic of Cuba W.W.W
   http://www.unipr.it/~davide/cuba/home.html
3. Country information is from the CIA
   http://www.webspace.com/~pedro/cuba.html
4. Voice of America and Marti information
   gopher://gopher.voa.gov/11/marti
5. Human Rights Watch/Americas/Cuba
   http://venezuela.mit.edu/listas/atarraya-anteriores/atarraya951011/0067.html

QUESTIONS ABOUT THE GROUP:
1. Who maintains the address? What is their political affiliation?

2. What is the basis of their "expertise"? For example, are they:
   a. officials of the Cuban or American government?
   b. Cuban exiles in America?
   c. Cuban citizens living in Cuba?
   d. College professors?

3. Can you detect a "slant" to their opinions and the information they include? If so, how would you characterize that slant?

4. What LINKS did you find and what does this tell you about the group?

QUESTIONS ABOUT CUBA
1. What does the group think of the current Cuban Government?

2. What does the group think of current U.S. policy toward Cuba?

3. What facts are presented to back opinions or assertions?

4. What experts or experience is cited to give validity to opinions, statements of fact or assertions?

5. How much emotion can you detect in the statements and articles? Do they seem "reasoned"? Explain.

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********    **    ** NEWSROOM WORLDVIEW
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TAIWAN VOTES: CHINA--HISTORY; TAIWAN--CHINA--DIPLOMACY

1. How do people in China feel about the island of Taiwan? Why is Chiang Kai-Shek considered a patriot? Research Chiang Kai-Shek's rise to power as the head of the Chinese Nationalists and the roles that he filled prior to World War II and the Civil War. How would you characterize him as a person? Would he be a good role model for Chinese youth? If so, in what way(s)? Would the regime in Beijing agree with you? Why/Why not?

INTERNET: http://www.hk.super.net/~milesj/

WILDLIFE SMUGGLING: FLORIDA--WILDLIFE; SMUGGLING

2. What is the job of the Fish and Wildlife Service? Why are they unable to stop smuggling? Focus on one species mentioned in the video. Construct a detailed flow chart to show the steps in the smuggling process from capture to sale. Where are the best places to target enforcement? What is the best way to fight smuggling? Develop your ideas and share them with persons in the Fish and Wildlife Service.

INTERNET: http://gladstone.uoregon.edu/~smashmth/index.html
http://www.sdra.com/~rot/F&Wtext.html

BRITISH FUTURIST: OCCUPATIONS--FUTUROLOGIST

3. What does a futurist do? For whom does one work? What appears to be the job qualifications? What specific predictions does Mr. Pearson make for the future? Try your own predictions. Identify specific topic areas and, either individually or with friends, predict the short-term and long-terms changes you see in those areas. How accurate do you think your predictions will be? Why? On what types of information did you base your predictions? Do you think the work of a futurist is more art or science? Save a copy of your predictions and reexamine them over time.

INTERNET: http://emf.net/wm/paint/glo/futurism/

THAI DANCE: THAILAND--MANNERS AND CUSTOMS; DANCING

4. What are traditional Thai dances like? Why are the students so determined to maintain this dance tradition? Investigate your community for examples of cultural traditions that people are working to maintain. Interview one such person to learn why a particular tradition is important. Share your interview in class.

INTERNET: http://www.mahidol.ac.th/Thailand/dance.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

sovereignty	intimidate	legitimacy	ideological	charade
ancestral	reactionary	patriot	lucrative	equalizer

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******  **   **   *                          Wednesday, April 17, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israel, Hezbollah continue mutual attacks as Israel observes Holocaust Memorial Day.	3:40	4:40
HEADLINES	HEAVY FIGHTING ERUPTS AGAIN IN MONROVIA	2:00	6:40
CAMPAIGN USA '95	Former U.S. Pres. Bush, just back from China, talks up Sen. Dole's candidacy.	:45	7:25
BUSINESS DESK	The American Red Cross comes under fire for tactics it uses over its blood supply.	2:20	9:45
LOOK AHEAD	OKLAHOMA CITY REMEMBERED: Live Coverage begins Friday, 9:00 a.m., ET.	:25	10:15
AT ISSUE	Athletics vs. Academics: Chicago parents and students reassess one high school's priorities.	2:20	12:35
SPACE IS THE PLACE	Hubble telescope captures "cometary knots" spewing from a dying star.	:30	13:05
TOSS TO CNN NEWSROOM WORLDVIEW ----------		3:10	16:15
EGYPTIAN DRUGS	Egypt cracks down on marijuana and opium growers in the Sinai Peninsula.	2:05	18:20
MALAYSIA DAM	Environmentalists oppose damming the Rajang River.	2:40	21:00
BRITISH LORD	It is possible to buy a British title for the cost of a medium-sized new car.	2:15	23:15
PHILIPPINE DANCE	The variety of people who inhabit these islands created many traditional dances.	5:55	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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TOP STORY: ISRAEL / LEBANON

1. How do Israelis commemorate "Holocaust Memorial Day"? On the basis on what you know of the Holocaust, why do you think Israel has chosen this way to memorialize the victims? Discuss students' responses.
2. According to the video, "Israelis stand united behind a legacy of the need to act forcefully whenever they feel Jewish national existence is under threat." Have students create a timeline of the history of Israel. Indicate as benchmarks all events that bear out the truth of the quote. Ask: Could the assassination of Yitzhak Rabin be an addition to the timeline? Explain.

3. The TOP STORY alluded to a "contradiction" between Israel's need for "...survival and...search for moral standards...." How are recent Israeli actions reflected in this statement? Search media sources for international responses to the recent attacks by both Israel and Hezbollah. Speculate on the impact they may have had on Israel's and Lebanon's latest overtures.

AT ISSUE: BASKETBALL SHOWDOWN

4. What "priorities" do some parents and students say are "off" at Chicago's King H.S.? Why? Ask: In your experience is this situation rare, occasional or typical? Be specific.
5. Lead a class discussion of the following quote from the video: "...Cox's supporters say his players stay in school, don't do drugs or belong to gangs and that...is achievement enough." Then divide the class into groups to:
   a. List potential short-term and long-term effects on the student players of Coach Cox's policies.
   b. Query a relative, neighbor or other adult who had been a high school athlete about what his/her expectations were for a sports career after high school and the outcome.
   c. Use the information from the interviews and students' imaginations to create role plays of potential outcomes of Mr. Cox's policies 20 years into the future.
   d. Perform one role play per group in front of the class.

   As a class, discuss each role play and the implications for the typical high school athlete. Then have each student write a response to the quote in the persona of a former team member, his/her friend or parent. Share these in class.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Holocaust Memorial Abdul Karim al Kabriti Shimon Peres
Hezbollah mediation negotiation Monrovia epidemic cholera

DESK: BLOOD WARS

1. PREVIEWING: How do hospitals obtain blood supplies? Is there a cost involved?

2. AFTER VIEWING: What problems are hospitals experiencing with the blood supply? Since community blood banks and the American Red Cross are non-profit organizations, what is the basis for competition? Is such competition healthy? Why and/or why not?

EXTENSION: Find out more about the American Red Cross and community blood banks. Check the Internet: Red Cross Home Page -- http://www.crossnet.org/ -- or search on-line for "blood bank." Check the Yellow Pages: Local Red Cross or community blood bank. Are these organizations living up to their "image"?

3. If blood is donated through volunteer programs, what are the costs involved -- from soliciting volunteers to getting rid of waste packaging after transfusion? Which costs might have increased recently? Why? Who, or what organization incurs each cost? How are the costs finally paid?

4. Work as a class to define these business terms using the news story as the basis for illustrative examples: supply, demand, non-profit, marketing, production costs, commodity, contract, competition. Based on the class definitions, are blood or transplants "products" like any others? Should the rules of the marketplace apply? Explain.

5. Divide the class into small groups; assign to each group one of the following "slogans":
   * Saving lives is not a matter of dollars and cents.
   * If Americans want the best possible health care, they have to be ready to pay for it.

* Keep government out of health care.
* Good health care is an inalienable right.
* (other)_____

Challenge groups to find statistics, stories and other data to support their assigned slogans. Have each group present and defend its position in a round table discussion on the ethics of business and health care.

6. Have students use the HANDOUT (pg 4) to survey area hospitals to evaluate how the community handles the business of blood.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
American Red Cross supply/demand donor commodity blood bank

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******** ** ** STUDENT HANDOUT: "The Business of Blood"

DIRECTIONS: Survey one area health care facility to discover the following information:

1. Who is the major supplier of blood for the facility? Why?

2. What is the current blood supply in the facility?

3. Does the supply meet normal demands? Why/Why not?

4. How are emergency or out-of-the-ordinary demands met?

5. How has the cost of blood changed? Why?

6. Who pays for any increases?

7. How can the consumer be assured of needed supplies?

ANALYSIS: Correlate your information with that of other groups to create a profile of the "business of blood" in your community. Based on the data, is the business "healthy"? If not, how might you alert the community to any problems? What avenues might you pursue to right the situation? Report your findings and commendations or recommendations to the community via local news agencies or school and/or business newsletters.

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EGYPT DRUGS: EGYPT--DRUG TRAFFIC

1. Why are Egyptian authorities determined to stop the growing of marijuana and opium in the Sinai Peninsula? What problems are they having with enforcement? Do a geographic study of the area. Identify sources of water and locate roads, towns and other features. Where are drug sources located? What characteristics make this region a good place for drug producers? List the problems your study suggests Egyptian authorities will experience in ending this drug production. What resources might be most helpful in insuring the success of their efforts?

INTERNET: http://santos.doc.ic.ac.uk/~mmg/EgyptianInfo.html

MALAYSIA DAM: MALAYSIA--ENERGY RESOURCES; DAMS

2. Why does the Malaysian government want to build the Bakun Dam? On what grounds do some people oppose it? What alternatives do they suggest? List the pros and cons as stated in the video. Then gather information on the effects of dam building, in general, and on the Sarawak state in Borneo, especially along the Rajang River. Use the information to develop your own environmental impact assessment.
   a. What are the environmental costs and the economic benefits for Malaysia?
   b. Would you recommend that the dam be built? Explain.

   CHALLENGE: Speculate about why the government does not want to build the dam on the Malaysian Peninsula: Is there no suitable location there or is politics influencing the decision? Gather data to test your hypothesis.

INTERNET: http://gil.ipswichcity.qld.gov.au/~bchana/asean.html#Malay

PHILIPPINE DANCE: PHILIPPINES--MANNERS AND CUSTOMS; DANCING

3. How are the dances shown similar in topic or cultural meaning? In what ways are they still very different? Gather information on several ethnic groups of the Philippines to create a display focusing on comparable traits that typify each culture.
   a. Why is there such a diversity of cultures there?
   b. Does geography explain it all, or do other factors influence the development of these differences? Explain.
   c. Why then is there such a diversity in the forms of their dances, yet such similarities in cultural content?
   d. In what ways might dance, as a mutually shared activity, help to bridge their diversity?

INTERNET: http://white.nosc.mil/countries/Philippines.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

inhospitable Bedouins indigenous impact study ancestors
prestige picturesquely peerage diversity dialects

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******  **   **   *                          Thursday, April 18, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The "guerilla war" between Hezbollah and Israel continues.	3:40	4:40
HEADLINES	THE IRA CLAIMS RESPONSIBILITY FOR LONDON BOMBING...CHECHEN REBELS ATTACK RUSSIAN SOLDIERS...FOOD SHORTAGE IN LIBERIA...	1:30	6:10
CAMPAIGN USA '96	President Clinton's trip to the Far East has a double purpose.	3:35	9:45
TAKING CARE OF BUSINESS	IBM's uncertain outlook prompts a big stock sell-off; Dow Jones falls 70 points.	:40	10:25
CHECK IT OUT!	The largest diamond pendant earrings to be offered at auction are on display.	:30	10:55
SCIENCE DESK	There may really be a difference between "boy food" and "girl food."	2:40	13:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:05	15:40
BRAZIL SOAP	Soap operas aired in Rio de Janeiro are used to find missing children.	2:50	18:30
NEWSDATE	...in 1949, Republic of Ireland is born.	:25	18:55
VIRTUAL REALITY	NASA is using virtual reality computer programs to train for space missions.	3:15	22:10
BALI DANCE	Indigenous dances are a source of revenue and a living link with ancient cultures.	6:00	28:10
CNN NEWSROOM	WORLDVIEW CLOSE	1:50	30:00

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TOP STORY: ISRAEL/HEZBOLLAH GUERILLA WAR CONTINUES

1. What is meant by the term "guerilla war"? Explain how the current Israel/Hezbollah conflict fits this description.
2. Have students work in groups to research the reasons for the fighting from both the Israeli and Hezbollah perspectives. Share findings, then make copies of the following quote from Thomas Aquinas available to students:

> "Three things are required for any war to be just. The first is the authority of the sovereign on whose command war is waged...Secondly, a just cause is required, namely that those who are attacked are attacked because they

deserve it on account of some wrong they have done... Thirdly, the right intention of those waging war is required, that is, they must intend to promote the good and to avoid evil." (From SUMMA THEOLOGIAE)

Generate a class discussion OR challenge students to write essays focusing on these questions:

a. How would the Israelis and Hezbollah each "justify" their actions according to Thomas Aquinas' ideas? Use specifics from your research in your answer.

b. Do you believe there is such a thing as a "just war" as defined by Thomas Aquinas? State your rationale or provide examples from history in your answer.

CAMPAIGN USA '96: CLINTON POLITICS

3. Where is President Clinton this week? What is the purpose of his visit? According to the President's aides, how does this visit also serve a political purpose?

4. After viewing, have students describe some of the images of President Clinton's visit that are "carefully designed to generate positive publicity." Have each student choose one of these "images" and write a paper that presents an opposing presidential candidate's "spin" on that image. Have students share their papers. How might orchestrated image-making have both positive and negative effects for President Clinton? Discuss.

5. Besides "looking and acting presidential," what are other advantages any incumbent President has as he faces reelection? Search texts and other resources for these advantages and share findings. In your opinion, are these advantages "fair" or "unfair"? Why?

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Iran muscle-flexing Shi'ites militia Islamic security zone
Far East presidential Commander-in-Chief Walter Mondale

DESK: FOODS BY GENDER

1. BEFORE VIEWING: Have students list their favorite foods. Help the girls combine their lists and the boys combine theirs and compare. What similarities and what differences can students identify between the two lists? How can they explain the comparisons they identified?

2. AFTER VIEWING: Have students consult their food lists again. Do their lists seem to support or refute the correspondent's assertion about gender-determined food favorites? In what ways might this information be important? Explain.

3. Which foods do women prefer and which ones are preferred by men? What are the biological causes for these preferences? Use health and nutrition sources to discover the nutritional content for the foods on the two lists. Use this information to explain the nutritional biology at the root of gender-based "cravings."

4. Researchers cite both biology and society to explain the differences in men's and women's food preferences. Based on the report, which of the two -- biology/society -- seems most responsible for the differences? Why do you think so? With what other gender-based differences are you familiar?

a. Use the HANDOUT (pg 4) to examine some of these differences.

b. Try to list both biological and societal reasons to explain these differences.

c. Informally, debate the topic of gender differences. In your opinion, which has the greater role to play in creating gender differences: nature or nurture? Explain.

5. Working in small groups, plan an experiment to test the findings reported by CNN's Elizabeth Cohen. Use a combination of tools, including surveys, actual experiments and reading. Be sure surveys are free of bias in both questions and in the population to be surveyed. Be sure experiments specify the hypothesis to be tested, the variables involved and the control against which to measure the variables. Critique plans in class for their scientific reliability and the care taken to insure validity.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

boy food/girl food gender crave caloric requirements hormones nature vs nurture obese odor sensitivity sweet tooth menopause

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******** ** ** STUDENT HANDOUT: NATURE OR NURTURE?

DIRECTIONS: For each category below, list preferences for men and for women. Then, list biological AND societal reasons to explain these gender-based "differences." Examine your notes in light of the assertion: Most differences between men and women are a result of "nurture" rather than "nature." Do you agree or disagree with this statement? Be prepared to argue your opinion in a class debate.

1. Differences in food preferences

2. Differences in ways to enjoy leisure time

3. Differences in personality

4. Differences in "appropriate place," e.g., "A woman's place is in the home."

5. Differences in attitudes toward family and children

6. Differences in natural abilities

7. Differences in the workplace

8. Differences in attitudes toward friends and friendships

9. Differences in attitudes toward movies, books, music, etc.

10. Differences in academic abilities

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********    **    ** NEWSROOM WORLDVIEW
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BRAZIL SOAP: BRAZIL--ENTERTAINMENT--TELEVISION

1. How does "Exploding Heart" assist in the search for missing children? Why does Gloria Perez think that "novelas" should be used to draw attention to social problems? Survey local T.V. programs, noting the extent to which they are used to educate the public about social issues. Which issues are commonly the focus of programs? Analyze the way issues are handled and compare your analyses with what you know of Brazilian novelas. What improvements, if any, would you make? Explain.

INTERNET: http://www.missingkids.org/
http://WWW.PORT-CHARLES.COM/SOAPS/

ON THIS DATE: REPUBLIC OF IRELAND--HISTORY

2. Review the Irish independence movement during its most active period, from 1918 to 1949. What organizations most aggressively pursued independence? What tactics did they use to pressure the British? Describe the factors leading to independence. Why didn't Northern Ireland gain independence at the same time? To what extent is the Irish-British conflict in Northern Ireland a continuation of the independence process?

INTERNET: http://www.demon.co.uk/webnomad/eire/eire.html

VIRTUAL REALITY: ASTRONAUTS--TRAINING; VIRTUAL REALITY

3. How is NASA using virtual reality? What advantages does this application have? What applications does this technology have beyond its use at NASA? Think of an interesting application in everyday life. Create a plan, with drawings, of how your idea will work and the advantages it offers. What would it take for your plan to become reality? How do organizations like NASA affect the dissemination of new technology into everyday life?

INTERNET: http://www.stars.com/WebStars/VR.html

BALI DANCING: BALI--MANNERS AND CUSTOMS; TOURIST TRADE; DANCING

4. What functions does dance serve in Bali? How have dances been adapted for tourists? What do the dances appear to mean to the Balinese? Gather information about Balinese dances and learn some of the steps and expressive motions.
   a. What do you think of when you go through the motions?
   b. What insights into Balinese culture can one gain from studying their dances?
   c. Do you think tourists gain these understandings? Explain.

INTERNET: http://www.indo.com/~bali/culture/dance_music.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

melodrama vigil novelas multinational virtual reality
distance learning glitches heritage classical dances

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******  **   **   *                                    Friday, April 19, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
*** WARNING:	PLEASE PREVIEW TOP STORY BEFORE SHOWING. SOME SCENES MAY DISTURB SOME STUDENTS. ***		
TOP STORY	Israeli bombs miss their Hezbollah target, strike a UN refugee camp, killing scores.	6:45	7:45
HEADLINES	EGYPTIAN INSURGENTS KILL 18 GREEK TOURISTS, WOUND 17	:35	8:20
EDITOR'S DESK	- U.S. Pres. Clinton concludes mission to Japan and arrives in Russia for an eight-nation nuclear summit. - Liberian civil war has a new killer -- cholera.	2:25	10:45
FYI	Americans react to threat of terrorism.	:20	11:05
OKLAHOMA CITY	One year after the bombing, the city's students show healthy signs of recovery.	2:45	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:20	16:10
NUREMBERG REUNION	Prosecutors in the Nuremberg War Trials met recently for their 50th anniversary.	3:20	19:30
NOUVEAU RICHE	Newly rich Russians have been investing in big houses and grand lifestyles.	3:10	22:40
BOSNIA OLYMPICS	Bosnia will be sending a ten-member team to the Olympics in Atlanta this summer.	3:30	26:10
JAPAN BALLROOM	Formal ballroom dancing is becoming a popular pastime in Japan.	3:15	29:25
CNN NEWSROOM	WORLDVIEW CLOSE	:35	30:00

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TOP STORY: ISRAEL/HEZBOLLAH CONFLICT ESCALATES

1. What recent event in this conflict is described by some as "an outrageous barbarity," by others as "an unfortunate mistake?" Why did Israel respond to a Hezbollah attack by pointing its weapons in the direction of the refugee camp? Do you think that Israel was justified in its actions? Explain.
2. Why do U.S. and Israeli authorities believe that Syria "holds the key to cooling the conflict around southern Lebanon"? With what two nations does Syria have close ties? Group students to investigate relations among Syria, Lebanon and Iran. Have them

share their findings and discuss possible strategies for getting Lebanon and Iran involved in disarming Hezbollah.

EDITOR'S DESK/NEWSQUIZ

3. Review the basic elements of any drama: character, setting, action, etc. Then distribute the NEWSQUIZ (pg 4) and have students, individually or in small groups, complete the QUIZ on the drama in the Middle East. On completion, have small groups create a scene set in the Israel-Lebanon conflict, based on the information they supplied. Have groups enact their scenes in front of the class for critique.

OKLAHOMA CITY'S KIDS, ONE YEAR LATER

4. How were the children of Oklahoma City affected by the bombing of the Murrah Federal Building one year ago? How do they seem to be doing now? What actions and gestures by children outside Oklahoma City helped their peers get through this tragedy?
5. Discuss the compassionate response of friends and strangers when tragedy strikes. Ask students to think about a personal or community tragedy that produced an outpouring of compassion and good works by others. Challenge students to write journal entries that describe how they felt upon witnessing these acts of goodness.

MEDIA LITERACY: IMAGES AND ISSUES

6. Distribute the HANDOUT (pg 3) to groups of students. Discuss the concept of the "photo op" and why they take place. Challenge groups to search media and find at least three recent photos of political leaders or candidates. Have them record descriptions of these photos and the issues they represent on the HANDOUT. Share findings, then challenge groups to create their own "photo ops" for specific politicians and issues.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

refugee civilian Dennis Ross Hafez Assad Oklahoma City

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* * * * * * MEDIA LITERACY
******** ** ** STUDENT HANDOUT: IMAGES AND ISSUES

DIRECTIONS: This week, CNN NEWSROOM and other media sources brought you many "photo ops," or orchestrated pictures, from Pres. Clinton's Asian trip. These images are designed to make the President "look presidential" to voters who will be participating in the November elections. Search the media, including TV, newspapers and news magazines, for examples of "photo ops," including political leaders or candidates. Describe what you see in each picture in Column #1. In Column #2, state the issue this particular photo op might address and explain how it gives insight into the position of the leader or candidate on that issue.

PHOTO OP/IMAGE	ISSUE AND INSIGHT

Choose one issue not cited above and one candidate/leader and create a photo op to promote that person's "message." Describe the setting of your staged photo and explain what your subject would be doing in the picture.

DIRECTIONS: Dramatic events unfolding in the Middle East took first place on this week's news agenda. Fill in the spaces below to "set the stage" for this week's TOP STORY.

BACKGROUND:

DRAMATIS PERSONAE:

Major Players:

Minor Players:

SCENARIO:

The Action:

The Stakes:

SETTINGS:

CHALLENGE: Working in a small group, use the information you provided above to write a scene depicting some aspect of the MidEast conflict. Examples: a news broadcast televised live; face-to-face confrontation between principal players; mediation session between antagonists, etc. Present your scene before the class for critique.

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********    **    ** NEWSROOM WORLDVIEW
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NUREMBERG REUNION: WORLD WAR II, 1939-45--NUREMBERG WAR TRIALS

1. What are the strongest memories of the Nuremberg prosecutors who attended the recent reunion? Why do they feel those war crime trials were important? Search resources to compare the Nuremberg trials with those to be held in The Hague as a result of the war in the former Yugoslavia.
   a. What are their similarities and differences?
   b. How is the situation which led to The Hague tribunal very different from the one that led to the Nuremberg trials?
   c. How will this complicate the job of the Hague tribunal? Will its final work be as universally accepted as was that at Nuremberg? Explain.

   Discuss: To what extent are the war crimes to be judged at The Hague comparable to those of the Nazi Holocaust?

INTERNET: http://www2.theatlantic.com/atlantic/atlweb/flashbks/nurember/nurem.htm

NOUVEAU RICHE: RUSSIA--CONSUMERS; RUSSIA--POLITICS

2. Who is criticizing Russia's nouveau riche and why? Why does their behavior make some Russians long for the return of the communist system? How truly equal were Russians under the old Soviet system?
   a. Read recent articles about wealth in the Soviet Union to learn how the wealthy got their money and how they lived.
   b. Why was there no conspicuous consumption and what has changed to cause such an increase?
   c. To what extent will a victory by a communist in the June elections threaten the wealth of Russia's nouveau riche?
   d. Speculate on how this victory might affect their behavior.

INTERNET: http://www.kiae.su/www/wtr/Contents.html

BOSNIA OLYMPICS: BOSNIA--OLYMPIC GAMES

3. What difficulties has Bosnia's Olympic team had to overcome in order to prepare for the Atlanta Summer Olympics? Why do Bosnia's athletes feel it is important to send a team to Atlanta this summer? Is this a general, worldwide consensus? Find out what countries are not sending teams to the Olympics and why. In your opinion, are their reasons acceptable? Explain. Why do you think participation is so important to Bosnia in particular?

INTERNET: http://mediafilter.org/MFF/SJ_links.html
http://www.worldmedia.fr/sarajevo/onasa/9603132005.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

war criminals	atrocities	holocaust	market reforms
nouveau riche	nostalgia	contenders	aggressor

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******  **   **   *                                    Monday, April 22, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The bombing continues as diplomacy digs into the Middle East.	3:55	4:55
LOOK AHEAD	Later on WORLDVIEW: More on the Mideast	:35	5:30
HEADLINES	U.S. PRES. CLINTON ENDS ASIA TRIP ITALIANS HOLD PARLIAMENTARY ELECTIONS	:50	6:20
CAMPAIGN '96	New evidence of a "gender gap"...	:30	6:50
DEMOCRACY IN AMERICA DESK	Many voters who are now parents find their political perspectives have changed.	3:20	10:10
NEWSDATE	On this date...April 22, 1970...	:30	10:40
THE ECOLOGY	Religion, science unite against a common enemy -- threats to the environment.	2:35	13:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	15:10
WEST BANK ANGER	The recent rash of suicide bombings is causing Israel to take harsh actions.	3:25	18:35
BRITAIN PHONE	The proliferation of mobile telephones has led to an increase in high-tech fraud.	3:40	22:15
OLYMPIC COUNTDOWN	Atlanta's Olympic Committee races to complete preparations for the games.	2:50	25:05
AUSSIE	An elephant's painful toenail is removed.	:40	25:45
INDIA	Calcutta is famous for its puppet shows.	2:30	28:15
CNN NEWSROOM WORLDVIEW CLOSE		1:45	30:00

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TOP STORY: ISRAEL VS HEZBOLLAH

1. Why is it a given in conflict negotiation that a mediator be completely neutral? Use this "given" to explain why using the U.S., Russia, Iran, France, Italy and/or Syria as mediators of the conflict between Israel and the Hezbollah guerrillas of Lebanon is problematic.
   a. Have students work in groups for 15-20 minutes to list 5 nations who might be more clearly suited to this important work. Consider political, economic and historic ties, experience with peace, and standing in the international community as qualifications for membership on the list.
   b. Direct each group nominate and promote, in a short speech, the nation on the list its members think would be the most successful mediator.

c. Take a vote at the end of class. Who do students believe SHOULD be leading Middle East peace negotiations?

DEMOCRACY IN AMERICA DESK: THE "FAMILY GAP"

2. Divide the class into 4 groups. Distribute the HANDOUT (pg 3) to each student. Direct members within each group to survey one of these individuals of voting age: A male, parent; a male with no children; a female, parent; a female with no children. Have students follow the directions on the HANDOUT to have respondents "rank" the issues given. Then have each student combine his/her results with those of others in the same group. Collate all groups' results and discuss the findings. Is there a "family gap" among voters? Discuss.

GOD'S GREEN SCIENCE

3. According to Hyemeyohsts in his book SEVEN ARROWS, Native American stories are more than simple histories; they were used to teach meaning, explain reality or offer a way of understanding. They mix the modern concepts of science and religion in their profound mythology, much as other religions have done with parables.
   a. Have students read the story on the HANDOUT (pg 4) and analyze the symbolism in class.
   b. Have students write their own myth highlighting the importance of protecting the earth. Their myths must mix the awe and great love associated with religious feeling with the powerful understanding of scientific thought.
   c. Invite students to share their stories in a class story-telling time.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Hezbollah mediator diplomatic offensive Beirut Damascus Teheran inquiry Union of Concerned Scientists creation/biosphere kernel

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* * * * * * DEMOCRACY IN AMERICA DESK
******** ** ** STUDENT HANDOUT: VOTER SURVEY

DIRECTIONS: Choose any individual of voting age and conduct the following survey. Your teacher will help you determine who your subject should be. Ask your subject to be as frank as possible in his/her responses; his/her identity will remain unknown but you do need to first fill in some information below. Have your subject "rank" the issues that follow by indicating his/her order of importance, beginning with the number "1" for most important.

SUBJECT: (circle one) MALE, PARENT; MALE, NO CHILDREN; FEMALE, PARENT; FEMALE, NO CHILDREN

AGE OF SUBJECT: _____ NUMBER OF CHILDREN:_____

AGES OF CHILDREN, IF APPLICABLE:_____

ISSUES	SUBJECT'S RANK
BALANCING THE FEDERAL BUDGET	_____
ABORTION	_____
WELFARE REFORM	_____
TAXATION	_____
CRIME	_____
EDUCATION	_____
THE ENVIRONMENT	_____
U.S. INTERNATIONAL POLICY	_____

MEDICARE/MEDICAID/SOCIAL SECURITY FUNDING _____

JOBS _____

Bring the survey into class and combine these responses with those of other students. Collate the surveys so that you can examine the results by gender, parental status and age. What conclusions can you draw about each type of voter? Why? Discuss.

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******** ** ** STUDENT HANDOUT: EARTH STORIES

DIRECTIONS: Read the story below. What is the significance of the characters in the story. What does Old Man Coyote represent? How does the tale reflect reality -- and the storyteller's perception of reality? Do you think the storyteller thinks that his people's clever means of insuring survival is attributable to their own prowess or is a gift of a higher power? Explain.

> Once when Old Man Coyote saw some buffalo, he wanted to eat them and tried to think of a scheme to do this. He approached the buffalo and said to them: "You buffalo are the most awkward of all animals -- your heads are heavy, your hairy legs are chopped off short and your bellies stick out like a big pot." The buffalo said to him, "We were made this way." Old Man Coyote said to them: "I'll tell you what let's do -- we will run a race" -- and all went to the level place with a steep cut bank at one end. Old Man Coyote said to himself, "I will go and put my robe over the edge of the bank," and turning to the buffalo, he said "Just as we get to the place where my robe is we will all shut our eyes and see how far we can go with our eyes closed." The race was started, and just before getting to the robe, all of the buffalo shut their eyes and jumped over the steep cut bank and were killed; and Old Man Coyote feasted off the dead buffalo.
>
> -- the Crow Nation

Consider one of the several examples of pollution found in your neighborhood. Write a simple myth or parable below that reveals the pollution as a "sin" against the earth. Be prepared to share your story aloud in class.

----------CNN NEWSROOM: RELIABLE RESOURCES----------
Excerpt from THE NATIVE AMERICANS, Thomas, David Hurst, et al.
Turner Publishing, Inc., 1993. p. 95.

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******** ** ** NEWSROOM WORLDVIEW

WEST BANK ANGER: ISRAEL--DAYTON PEACE ACCORDS; MIDDLE EAST--WEST BANK
1. How has Israel reacted to the bombings? How will they affect the peace process? Locate a copy of the Dayton Accords and list its components and the timeline required. Review recent news magazines to check developments against the timeline for the Dayton Accords. Are the Accords threatened by recent events? Predict the future of the Dayton Peace Accords and explain.

INTERNET: http://www.stern.nyu.edu/~gbraitma/istech.html#Israel Links

BRITAIN PHONE: GREAT BRITAIN--TECHNOLOGY--COMMUNICATION
2. How are mobile telephone users victimized by high-tech criminals? What solutions have been tried? Gather data on

high-tech crime worldwide. Graphically display the different types of such crimes and how the incidence of each has changed over the past few years. Is high-tech crime on the rise? With such rapid change in technology, can anything be done to stop it? What implications does the boom in high-tech crime have for the budgets of law enforcement agencies?

INTERNET: gopher://gopher.cpsr.org/11/cpsr/computer_crime

OLYMPIC COUNTDOWN: ATLANTA, GEORGIA--OLYMPIC GAMES

3. What problems still face Atlanta as it prepares to host the summer Olympics? Gather information and make a display that shows the major venues and their locations, along with information about what events will be judged at each venue. Use your display to inform people about where events will take place and to enhance your TV viewing of the summer Olympics.

INTERNET: http://www.com-stock.com/dave/

INDIA: INDIA--ENTERTAINMENT--PUPPETRY

4. According to its advocates, what does shadow puppetry offer Calcutta youth that television cannot? Working in small groups, gather data on the background of the art of puppetry.
   a. Indicate on a map the countries that have strong puppetry traditions. Find visual examples to share.
   b. Search for information on the entertainment status of puppetry in each country noted on the map.
   c. Collate your information with that of other groups and discuss the status of puppetry worldwide.

   As a class, discuss the ways puppetry reflects a nation's culture. Be specific.

INTERNET: http://www.lonelyplanet.com.au/dest/sea/jav2.htm
http://he.tdl.com/~bali/culture/wayang.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

militant	crackdowns	autonomy	occupation	high-tech
cloned	unscrupulous	documentation	fraternity	imagination

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******  **   **   *                          Tuesday, April 23, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
**WARNING:	PLEASE PREVIEW TOP STORY BEFORE SHOWING. SOME SCENES MAY DISTURB SOME VIEWERS.		
TOP STORY	A UN conference convened Monday in Geneva to address the issue of the millions of land mines all over the world.	4:15	5:15
HEADLINES	MIDEAST PEACE TALKS CONTINUE "UNDER FIRE"	:45	6:00
INTERNAT'L DESK	The Russian military is building a large underground complex in the Urals.	3:10	9:10
TAKING CARE OF BUSINESS	Phone company merger creates the second largest merger in U.S. history.	:30	9:40
MAYAQUEST	The Trekkers have reached the end of their quest for ancient Mayan history.	3:40	13:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:40	16:00
TAIWAN IMMIGRANTS	Mainland Chinese who emigrate to Taiwan often are disappointed in the outcome.	3:05	19:05
SARAJEVO SPRING	This spring, hope blooms along with the the flowers in Sarajevo.	2:10	21:15
ITALY FUR	Furs are now very fashionable in Italy.	2:40	23:55
CHILE	Traffic here is a mental health hazard.	2:45	26:40
KOMODO DRAGONS	Zoologists have a hard time telling the male dragons from the female dragons.	2:50	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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*  on "Politics and Principle" from America Online.  Type Keyword:       *
*    CNN NEWSROOM, then click on the DEMOCRACY IN AMERICA icon.          *
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TOP STORY: LAND MINE BAN

1. What are land mines? Why are human rights organizations and other groups promoting a ban on mines? Name countries that favor this ban and countries that oppose it.
2. According to one proponent, "The only answer to this problem is an all-out ban on land mine trade, production, transfer and stockpiling...." In class discussion, ask students to consider the idea of a land mine ban. If all the nations of the world agreed to a ban on land mines, would these weapons cease to exist? Why/Why not?

INTERNATIONAL DESK: RUSSIAN POLITICS; RUSSIAN MILITARY COMPLEX

3. How is Russian President Boris Yeltsin faring in recent polls? Who is the biggest single threat to his reelection? What party does his rival represent? Do you think a return of Russian communism could have an impact on the U.S. presidential election in November? Explain.
4. Distribute the HANDOUT (pg 3) to groups of students. After viewing, discuss the potential political importance of the latest U.S./Russia summit. Have groups conduct research to determine how each President would view the three events listed on the HANDOUT. Share findings and note similar and opposing views. Discuss how each leader might use any agreement or disagreement to his political advantage at home.

INTERNATIONAL DESK: RUSSIA'S MILITARY

5. Group students and distribute copies of the HANDOUT (pg 4) to each group. Have them work together to complete information on several arms "talks" and treaties designed to curb weapons production. On completion, reconvene the class to discuss the development of weapons control and the issues and circumstances that prompted the efforts toward disarmament.

MAYAQUEST '96

6. Have students locate the MayaQuest team's position on a topographical map of Central America. What can they determine from the terrain that would have made this "...a tough trip"? Ask students to expound on what others ways they think a trip like this might be difficult.
7. Lead a class discussion of the preparation long-distance trekkers would probably have to make for such a trip. Divide the class into teams to create their own treks. Challenge each team to map a trail in your area and write an accompanying "Guide Book" for potential trekkers.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

ban 10 Downing Street Red Cross maim dismemberment Urals arsenal Boris Yeltsin "dead hand" option Guatemala Peten Jungle

STUDENT HANDOUT:
***** DESK: RUSSIA/U.S. SUMMIT

DIRECTIONS: Among its publicized purposes, the latest summit between Russian Pres. Boris Yeltsin and U.S. Pres. Bill Clinton was designed to give both men a boost this election year. Both leaders are intent on reminding their voters that their solid relationship has contributed to the stability of the post-Cold War era. Yet their summit and its messages were overshadowed by other international events and circumstances. Three recent events are listed below. For each, conduct research to help you explain how Presidents Clinton and Yeltsin might have reacted to it.

EVENT #1: The guerilla war between Israel and Hezbollah continues, marked by the latest tragedy -- the Israelis' accidental shelling of a refugee camp.

President Clinton's view:

President Yeltsin's view:

EVENT #2: Chechen rebels ambush a Russian military convoy, jeopardizing the plan to withdraw Russian troops.

President Clinton's view:

President Yeltsin's view:

EVENT #3: Chinese officials refuse to support a U.S.-proposed peace summit between North and South Korea. The U.S. was hoping the Chinese could help motivate the North Koreans to the peace table.

President Clinton's view:

President Yeltsin's view:

Compare the views of these two leaders on each of these issues. On what do they agree/disagree? Discuss how each leader might use each agreement/disagreement to his own political advantage.

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******** ** ** STUDENT HANDOUT: WEAPONS CONTROL

DIRECTIONS: Soon after its creation the UN set up the International Atomic Energy Commission to control weapons of mass destruction. Several diplomatic "talks" and subsequent treaties have attempted to do just that. Find information on international efforts to regulate nuclear weapons and write a brief description of each below.

1963 -- Nuclear Test-Ban Treaty

1968-70 -- Nuclear Non-Proliferation Treaty

1972 -- Strategic Arms Limitation Treaty (SALT) I

1979 -- Strategic Arms Limitation Treaty (SALT) II

1987 -- Immediate-Range Nuclear Forces (INF) Treaty

1982-89 -- Strategic Arms Reduction Talks (START)

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********    **    ** NEWSROOM WORLDVIEW
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TAIWAN IMMIGRANTS: TAIWAN--FOREIGN RELATIONS--CHINA; EMIGRATION & IMMIGRATION

1. What image do people in China have of life on Taiwan? What difficulties do they experience after their arrival? Search for current data on Taiwan's and China's economy. Develop a display comparing the two nations. Focus on unemployment levels, standards of living and income levels for unskilled workers. As a class discuss a) the realities of life on Taiwan, b) whether or not a demand exists for unskilled immigrant labor and c) the benefits for mainland Chinese from temporary emigration.

INTERNET: http://www.roc.com/twinfo/

SARAJEVO SPRING: SARAJEVO, BOSNIA--CITY LIFE

2. What signs suggest that things are improving in Sarajevo? How has the war affected the people's values? Create a timeline of Sarajevo history. How many times has the city been devastated by war? How long has it taken, typically, to recover? Brainstorm words/phrases the students associate with spring and renewal. Challenge them to use these in a poem, short essay or journal entry a Sarajevan might write. Share these in class.

INTERNET: http://mediafilter.org/MFF/SJ_links.html

ITALY FUR: ITALY--FASHION; CLOTHING INDUSTRY

3. What is the fashion status of furs in Italy? Describe and discuss the arguments on both sides of the fur debate. Survey adults to determine if they consider fur items to be fashionable and gather data about fur sales during the past year. Does the sales trend match the results of your survey? What does your data suggest about the future of fur fashions? Are the Italians leading the fashion world or going in the opposite direction?

INTERNET: http://www.envirolink.org/arrs/peta/index.html

CHILE: SANTIAGO, CHILE--CITY TRAFFIC; TRAFFIC ENGINEERING

4. What is the traffic situation in Santiago? What health problems are attributed to the heavy traffic? Copy a map of Santiago from an atlas. Study the roads and mark the location of businesses, shopping centers and housing areas. What factors contribute to congestion? In the persona of a traffic engineer, a) suggest changes to cure these problems and b) list resources needed to implement your suggested changes. How else might they lower the stress and anxiety levels?

INTERNET: http://www.itsonline.com/featstor.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

enviable	mirage	lucrative	repatriation	regimented
barricades	reconstruction	impregnable	bourgeois	anxiety

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******  **   **   *                                  Wednesday, April 24, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	Ten years after the worst nuclear accident in history, Chernobyl arouses fear.	3:00	4:00
HEADLINES	-CHECHEN INDEPENDENCE LEADER: IS HE DEAD? -JAPAN'S "TRIAL OF THE CENTURY" BEGINS	1:10	5:10
BUSINESS DESK	Casual dress changes the look of business and, for some, means "no business."	2:50	8:00
TAKING CARE OF BUSINESS	Health insurance reform bill passes the Senate 100-0.	1:00	9:00
POP QUIZ	The Broadway musical "Camelot" inspired the nickname for the Kennedy White House.	:35	9:35
JACKIE O. AUCTION	Some of Jacqueline Kennedy Onassis' most prized possessions are up for sale.	3:00	12:35
AWARDS	-Mary Beth Blegen: "Teacher of the Year" -Tony Frassrand: "Silver Apple" Award	1:25	14:00
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	15:50
NKOREA CRISIS	North Korea's economic problems are more than just their shortage of food.	3:05	18:55
PHILIPPINE HONASAN	A former guerrilla fighter is now a member of the Philippine government.	2:55	21:50
CZECH ECON	The Czech Republic has a booming economy.	3:55	25:45
CANADA	Jean Chretien is a life-long politician.	:40	26:25
BRITAIN	Orchids flourish at Kew Gardens.	2:45	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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TOP STORY: CHERNOBYL TEN YEARS LATER

1. BEFORE VIEWING: Have students list the facts, statistics and feelings evoked by the word "Chernobyl." AFTER VIEWING: What new information can students add to the class list? Have them use further information on the HANDOUT (pg 4), check resources in the media center and search the Internet to compile data to use in a "Chernobyl Town Meeting." Students should represent citizens of Chernobyl and the Ukraine, representatives of the G-7, environmental groups, scientists and the medical community to decide what's next for Chernobyl.

HINT: Try "http://www.uilondon.org/chernidx.html" and "http://www.uilondon.org/whobab.html" on the Internet and the April edition of SCIENTIFIC AMERICAN for research starters.

TAKING CARE OF BUSINESS

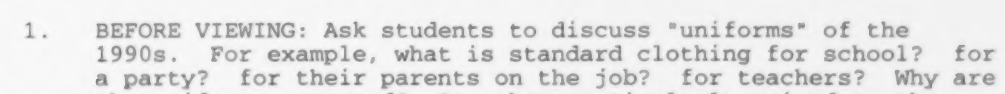
2. Describe the political impact of the 100-0 vote to pass the Senate's health insurance reform bill. Will this bipartisan consensus have partisan significance? Explain.
3. What effects could insurance reform have on business? Have students use the video and other resources to list possible positive and negative impact of both the Senate and House bills on employees and employers. How would they advise their representatives to resolve differences in the two bills in conference committee? Why?

JACKIE O. AUCTION

4. As students watch this video segment, have them list items in the sale. Do these items represent intrinsic or extrinsic value? Explain. For which item(s) would you bid? Why? How can you explain the "exorbitant" bids received for the items?
5. Have students interview older friends and relatives to discover their perceptions of the "Camelot White House." What effects do these perceptions have on presidential politics today? CHALLENGE: Have students coin phrases to characterize the Clinton White House, or a possible Dole White House, and explain their choices through anecdotes or drawings.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Chernobyl Ukraine nuclear reactor radiation contamination health insurance reform Medical Savings Accounts (MSAs) "Camelot"



1. BEFORE VIEWING: Ask students to discuss "uniforms" of the 1990s. For example, what is standard clothing for school? for a party? for their parents on the job? for teachers? Why are the uniforms accepted? Are they particularly suited to the circumstances? Explain.

2. AFTER VIEWING: According to the CNN report, what once was the standard "uniform" for men in the office? Why has this been the case? How has this uniform changed? Is this change "good" or "bad"? Why? Challenge students to debate informally the question of clothing at the office: casual or dressy?

3. Why would the movement to more casual dress at the office have started on Fridays? What would you expect the next "casual day" to be? Why? Have students list reasons to dress casually each day of the week. For example, could the title Wonderful Wednesday be used to convince the boss to loosen the dress code on that day? What arguments could you give to keep a more formal dress code?

4. Do you have a dress code at school? If so, is it official or unofficial? How would you characterize your school's "uniform" in terms of function? Create the perfect "uniform" for your school based on fashion, cost and functionality, and share in a school fashion display. Invite the class to vote on its favorite.

5. According to the report, what businesses are suffering from the new trend to casual office wear? What other businesses might also experience a downturn? Explain. (POSSIBLE ANSWERS: cloth manufacturers, fashion designers, shoe manufacturers, retailers, clothes cleaners, alterations/repair shops) Divide the class into small groups to help companies that specialize in men's office wear survive this fashion change. Ask students to be imaginative as they consider everything from diversifying a company's products to using clever advertising. Have students write brief proposals intended to explain changes to employees and shareholders.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
business casual fashion trend dapper slobby/elegant dress codes

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******** ** ** STUDENT HANDOUT: DATELINE -- CHERNOBYL

On April 26, 1986, the Number 4 reactor of the Chernobyl nuclear power plant exploded when technicians failed to turn on an emergency water-cooling system during a test of the graphite-moderated reactor. Subsequently, a series of miscalculations permitted neutron build-up in one area of the core and the nuclear reactor reached a critical state. Fuel rods shattered and a second, steam-induced explosion blew the 2-million pound cover off the reactor, severing all 1,661 fuel rods and destroying the building that housed it. A third, chemical explosion followed, further fueling the fires scattered around the plant. Despite attempts to put out the fires, hundreds of tons of graphite burned for 10 days, sending hot gases filled with dangerous radioactive isotopes into the environment.

Thirty-one people were killed as a direct result of the disaster. In the days following the accident, people living within 20 miles of the site were evacuated. Water in reservoirs around the plant was undrinkable. An ominous radioactive cloud drifted away from Chernobyl, spreading fallout throughout much of the Northern Hemisphere. The heaviest fallout fell on the Ukraine, Belarus, Russia, Georgia, Poland, Sweden, Germany, Turkey and other European countries. Even the U.S. and Japan received measurable amounts of radiation. Immediately following the information on the cloud's destinations, measures were taken by many countries to protect food supplies. European countries temporarily banned the import of fruit, vegetables, dairy products, meat and animals from Eastern Europe.

Soviet authorities did not immediately acknowledge the "event" at Chernobyl. In 1990, the Soviets revealed that several million people, in areas north and west of the original zone of evacuation, were still living on contaminated ground. Immediately after the accident, 13,000 children experienced major radiation doses to the thyroid, giving rise to an abnormally high wave of thyroid cancer. The incidence of thyroid cancer, leukemia and other radiation-related illness are far higher than normal in these areas.

An official report commissioned in 1986 estimated that 5300 people would die over the next 70 years due to the effects of the accident. Today, Ukrainian health officials estimate 125,000 people have died.

Reactor Number 4 at Chernobyl has been entombed in a sarcophagus of concrete and metal. The construction was hasty and shoddy and, after only 10 years, the metal has rusted and there are serious cracks in the concrete. If the sarcophagus collapsed, for example during an earthquake, a tremendous amount of radioactive dust would be released into the environment.

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******** ** ** NEWSROOM WORLDVIEW

NKOREA CRISIS: NORTH KOREA--ECONOMIC CONDITIONS

1. Describe North Korea's economic difficulties and resulting problems. Gather data on the economy of North and South Korea, particularly figures for per capita GNP and export levels. Develop a comparative study to determine what differences exist between the two countries. What factors appear to cause these differences? To what extent does politics alone explain the situation?

INTERNET: http://www.city.net/countries/north_korea/

PHILIPPINE HONASAN: PHILIPPINES--POLITICS

2. What previous roles did Philip Honasan play in Philippine politics? What office does he hold now and why did he change his position? Search for information about the legislative branch of the Philippine government. Draw a model showing how legislative power is distributed. Would it be difficult for a small group to influence legislation? Explain. Why would some feel that having Honasan in the senate insures government stability?

INTERNET: http://www.he.tdl.com/~mabuhay/phil_reporter/news/gringo111595.html

CZECH ECON: CZECH REPUBLIC--ECONOMIC DEVELOPMENT

3. Name indicators of rapid economic growth in the Czech Republic. What reasons were given for strong improvement? Search for and organize data on the economies of eastern European countries.
   a. Which countries are making the BEST and WORST economic progress?
   b. What factors best explain the progress of some and the difficulties of others?

   Make predictions about the economic and political future of eastern Europe based on your data.

INTERNET: http://dgm2ibm.nihs.go.jp/czech.htm

CANADA: CANADA--POLITICS

4. What are Jean Chretien's past political achievements? What early activity contributed toward his career in politics? Search for biographical information on Prime Minister Chretien and other Canadian politicians. What characteristics have helped him become prime minister? Is he typical of Canadian politicians? Explain.

INTERNET: http://www.ccn.cs.dal.ca/Media/TodaysNews/chretien.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

famine hard currency deteriorate Stalinist discredit
renegade privatization loopholes restitution modernization

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******  **   **   *                                  Thursday, April 25, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Palestine National Council reverses itself, striking down old PLO Charter provisions Israel had found offensive.	4:25	5:25
MIDEAST	Israel bombs Lebanese water pipeline while U.S. Sec'y. of State Christopher labors for a cease-fire agreement.	:40	6:05
HEADLINES	PARAGUAY'S GOVERNMENT IN TURMOIL CHECHENS CONFIRM LEADER'S DEMISE	1:10	7:15
CAMPAIGN USA '96	President Clinton signs Anti-Terrorism bill into law, claiming it should serve to further bipartisan cooperation.	2:50	10:05
CAMPAIGN '96	...Steve Forbes' campaign expenditure	:35	10:40
SCIENCE DESK	Some hospital pharmacies have a new worker: the Rx Robot who dispenses pills and bills with 100% accuracy.	3:00	13:40
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:20	16:00
BRITAIN T.B.	This almost forgotten disease is making a comeback all over the world.	3:00	19:00
RUSSIA SPACE	Russia hopes collaboration with the U.S. will revitalize Russia's space program.	2:30	21:30
ISRAEL BIRDS	The construction of a hotel has strong implications for the wildlife there.	3:45	25:15
INDIA TRAIN	Traveling India on the "Palace on Wheels" lets passengers ride in luxury.	3:30	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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TOP STORY: PLO CHARTER

1. Describe the changes that members of the Palestinian National Council have agreed to in their Charter. Why does Israel call these changes the most important ideological change in the last century? How does the vote help to promote Mideast peace?
2. When was the PLO Charter adopted? Based on what you know of Mideast history, why do you think the PLO
   a. adopted the specific language of the Charter that equated Zionism with fascism and
   b. proposed armed struggle to liberate Palestine? Why might this language still be popular with some Palestinians?

3. Working in small groups, have students research the Arab/Israeli conflict and agreements since the 1948 "birth" of the state of Israel. Have groups share their findings. Challenge each group to write a hypothetical "Israel-Palestine Charter" that outlines a framework for future peaceful coexistence between these neighbor nations.

CAMPAIGN USA '96: CLINTON-DOLE DYNAMICS

4. Explain how the signing of the anti-terrorism bill is a "win-win" situation for both Bill Clinton and Bob Dole. How did the event's setting help Mr. Clinton to appear "presidential"? Why is this important to Bill Clinton, the candidate? How does Ross Perot figure into the Clinton camp's strategy? Do you think that more bipartisan cooperation might discourage Mr. Perot from running for President? Why/Why not?
5. What is a "photo op" ("photo opportunity")? Discuss examples of photographs students have seen in news coverage that suggest the photos were "staged" for political purposes. Divide the class into groups, directing each to
   a. gather information on any candidate or incumbent who needs to bolster his/her image regarding a certain issue or group of voters and create a "photo op" to suit.
   b. either cut out a picture of its chosen candidate or draw the likeness to create the politically motivated "photo."
   c. present its "photo ops" and discuss why it chose this setting and issue and how the "photo op" should "benefit" that person. Can a "photo op" ever "backfire"? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Palestine	Zionism	Fascism	Yasser Arafat		Shimon Peres
photo op	Bill Clinton	Ross Perot	Bob Dole		Peter Knight

1. BEFORE VIEWING: Have students identify problems occurring due to inaccurate medication distribution in a hospital.

2. AFTER VIEWING: Discuss the Prescription Robot's accuracy rate. Ask: Do you think pharmacists and medical technicians should continue to monitor the Robot's accuracy? Why/Why not?

3. Lead a class discussion of how/why P2D2 is used. Ask: Is this a good use of technology? Explain. What other medical services are handled now by technology that people used to do? List other medical services that could be handled by a robot. Would you use them? Why/Why not?

4. Gather several bar codes for students' perusal, including those used in school. Discuss P2D2's use of bar codes, how bar codes are used and why. Challenge students to create bar codes detailing student information. Distribute the HANDOUT (pg 4). All information for the bar code should be coded in binary format so that it can be answered with a THIN line or a THICK line. In small groups, have students list questions that are needed for student profiles. Sample questions might include:
   a. Are you a: boy/girl? Thin line = boy/Thick line = girl.
   b. Use the youngest grade in the school. Are you in the 6th grade? Thin line = no / Thick line = yes. The next bar would be 7th grade, etc., to the oldest grade.
   c. Ride a bus to school? Thin line = no / Thick line = yes.

   After students have written their questions and designed the bar symbols to code the information, instruct groups to make bar codes and an explanatory key, then exchange handouts and decipher each other's information. Ask:
   a. How do bar codes make information more succinct and efficient for processing data? Explain.

b. What other uses do you see for using bar codes in your school? Explain.
c. Write up ideas for more efficient, accurate data processing using bar codes and share with the principal.

5. List machines that have freed up time for other tasks. What job-related concerns do you think people have? List advantages and disadvantages of automation. How could the efficiency and accuracy of automation and technological innovations change the career you wish to pursue? Will this change the skills you will need? Explain.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

bar code automation drug interaction adverse drug reaction

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******** ** ** STUDENT HANDOUT: ENCODING & DECODING BAR CODES

DIRECTIONS: Bar codes are an innovation for efficient and accurate processing of data. Look for them on the food you buy and the books you read. P2D2 uses bar code technology to fill medication orders and route them to the correct hospital room and patient. The Prescription Robot boasts a 100% accuracy rate for 30 million orders, demonstrating how technology provides better patient care. Why couldn't bar code technology provide a better, more efficient way to process data in schools?

Imagine that you are in charge of processing student information for the office. With your group, determine the information you need on the bar code and how you will encode this. You will exchange codes and keys with other groups, so do an accurate and efficient job!

PART 1: What information do you wish to encode for student records?

PART 2: A bar code uses a combination of THICK and THIN lines. Use a binary format so your questions can be answered with a thin line or a thick line. For consistency, use a THICK line = YES and a THIN line = NO. Questions such as "Do you ride a bus to school?" can be designated as a line on the bar code. Choose questions from your list that can fit into this format.

PART 3: Determine order of questions and sequence of the bar lines. Example: If you code MALE = THIN line and FEMALE = THICK line, the first line of your bar code could tell student's gender. Explain the key to reading your bar code here.

PART 4: Complete bar codes for everyone in your group, detailing the information you chose on the back of this handout. Exchange your handout with another group to see if you can decode the information correctly.

QUESTIONS:
1. How do bar codes make information more succinct and efficient for processing data? Explain.
2. What other uses do you see for using bar codes in your school? Explain.

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********    **    ** NEWSROOM WORLDVIEW
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BRITAIN T.B.: UN--WORLD HEALTH ORGANIZATION; DISEASES--TUBERCULOSIS

1. Why is WHO increasingly concerned about tuberculosis? Review the history of, and current world situation related to, tuberculosis. Mark the data on a map and note patterns. Does your research explain why WHO suggests that half of all immigrants may have tuberculosis? Has the world neglected a serious health hazard or is WHO overreacting? Should the eradication of tuberculosis become a world priority?

INTERNET: http://www.who.ch/

RUSSIA SPACE: RUSSIA--OUTER SPACE--EXPLORATION

2. Why is the Russian space program having difficulties? What does the program need to regain its former stature? Chart which countries, including Russia, have space programs and what each program is doing. Do other countries have expertise that the U.S. does not have? Is the demand for launches greater than the current potential? Is it in the best interest of the U.S. to help resurrect the Russian program? Why/Why not?

INTERNET: http://www.conveyor.com/space_russia/

ISRAEL BIRDS: ISRAEL--ENVIRONMENTAL PROTECTION; WILDLIFE CONSERVATION

3. What is the ecological significance of the wetlands area where the investors wish to build the hotel? How do they plan to change the area's ecology? How, ecologists suggest, will the ecology be even more radically altered? Gather data on the Hula Valley wetlands and assess for yourself the environmental impact of the project. Discuss your data and conclusions. What should be the priorities in a conflict between the environment and the economy? Justify your position.

INTERNET: http://www.stern.nyu.edu/~gbraitma/istech.html#IsraelLinks

INDIA TRAIN: INDIA--TRANSPORTATION; RAILROADS

4. Why is the Palace on Wheels exceptionally comfortable for a train? What advantages does it offer someone who wants to see India? Use a map of India to study India's railroads. Mark the route of the Palace on Wheels. What might one see when touring India in this fashion? Contact a travel agent to gather data on the cost and availability of this train. Is it a practical way to tour India? Explain.

INTERNET: http://interhealth.com/india/pow.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

vigilance infectious prevalent resistant strains eradication
demise ecological eco-tourism naturalists renovated

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******  **   **   *                                    Friday, April 26, 1996
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Half way into fiscal year 1996, the federal government finally has a budget.	5:20	6:20
HEADLINES	-WASMOSY OF PARAGUAY BOWS TO THE PEOPLE -FIVE NEIGHBORS SIGN SECURITY PACT -FORD ANNOUNCES THE BIGGEST RECALL EVER	1:15	7:35
EDITOR'S DESK	Attacks in Mideast; land mines continue to kill; Chernobyl, 10 years later; Sotheby's auctions pieces of history.	4:40	12:15
NEXT WEEK ON NEWSROOM	ANCIENT AMERICANS: CNN NEWSROOM goes to the U.S. Southwest to follow the Pueblo.	1:05	13:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:30	15:50
AFGHAN ORPHAN	Civil war rages in Afghanistan and the U.S. displays little interest.	4:40	20:30
OLYMPIC HOMELESS	Atlanta's homeless attracting more attention as the summer Olympic Games approach.	2:10	22:40
CZECH FREE RADIO	Radio Free Europe faces further budget cuts as its usefulness is questioned.	2:25	25:05
BHANGRA MUSIC	Traditional Punjabi music mixed with anything is the start of Bhangra music.	4:05	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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*  daily Guide's DEMOCRACY IN AMERICA DESK every Monday from now         *
*                 through the November elections!                        *
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TOP STORY: U.S. BUDGET DEAL

1. Why has it taken Congress and the President so long to agree upon a budget for this year? How are some "outside the Beltway" voters reacting to the deal?
2. What is a compromise? Discuss compromises that took place in order for the House, Senate and President to agree on the '96 Budget. In groups, have students search their texts and other resources for additional examples of compromises throughout U.S. history. Share findings then ask each student to choose one of those compromises and write a "good news/bad news" essay about that "deal." Does a compromise usually solve all the issues associated with it? Explain.

3. Use the following simple activity to demonstrate the issues involved in budgeting negotiations. Divide the class into small groups. Tell each group they are an elected group of school representatives that has been charged with planning an end of the year activity for the entire student body. They have a hypothetical $1000 in their budget. What are they going to spend it on, and what will they do if they need more? Give groups 15 minutes, then have them share their experiences. Did any ideas "win out" or did group "gridlock" rule? Discuss.

EDITOR'S DESK/NEWSQUIZ

4. This week's news was full of "give and take." Have students identify the major players and circumstances behind each "give and take" news item on the NEWSQUIZ (pg 4). Answers will vary. Share responses, then have students discuss what might happen in each case if none of the players involved was willing to "give and take."

NEXT WEEK ON CNN NEWSROOM: THE ANCIENT AMERICANS

5. Have students prepare for this excellent series from the Southwest U.S. by:
   a. Considering these terms: Anasazi Pueblo; plateau; kiva; petroglyphs; "Sleeping Ute Mountain.
   b. Writing one significant question to answer during the series.

MEDIA LITERACY: HOW "LITERATE" ARE YOU?

6. Guide students to set up a scale to measure and analyze just how "media literate" they are, based on their answers to questions on HANDOUT (pg 3). After taking the test, have students design and implement a plan to improve their literacy.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

fiscal year resolution balanced budget domestic spending

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STUDENT HANDOUT: MEDIA LITERACY: How "Literate" Are You?

DIRECTIONS: One definition for "media literacy" is "the ability to access, analyze, evaluate and produce communication in a variety of forms." (The Aspen Institute Forum, 1992) Follow these steps to see just how "literate" you are.

Step 1: List "a variety of forms" of communication.

Step 2: As you answer the following questions, consider each form of communication listed above.

a. Describe ways and times you ACCESS media.

b. Describe ways and times you ANALYZE media.

c. Describe ways and times you EVALUATE media.

d. Describe ways and times you PRODUCE media.

STEP 3: Based on the types of media and times you use each, determine your media literacy ranking for each question, from extremely literate to not media literate.

STEP 4: Design and implement a plan to improve your media literacy ranking in at least one area above.

GIVE & TAKE

DIRECTIONS: This week CNN NEWSROOM brought you stories about some give-and-take exchanges occurring nationally and internationally. Listed below are some pieces of information about each news item. Identify the missing elements by filling them in or by explaining them in your own words.

1. NEWS ITEM: THE U.S. BUDGET DEAL

   The Players: Democratic Pres. Bill Clinton, GOP Congress

   What each wanted:

   The end result:

2. NEWS ITEM: REVISIONS TO THE PLO CHARTER

   The Players:

   What each wants/wanted:

   The end result:

3. NEWS ITEM: TWO GROUPS UNITE TO PRESERVE THE ENVIRONMENT

   The Players:

   What each wants:

   The end result:

Share your answers and discuss what might have happened in each case if none of the players was willing to "give and take."

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********    **    ** NEWSROOM WORLDVIEW
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AFGHAN ORPHAN: AFGHANISTAN--CIVIL WAR, 1989-PRESENT

1. Why did war break out among the Mujaheddin after Soviet soldiers withdrew? Why does the government in Kabul feel that the U.S. has a responsibility to help solve Afghanistan's problems? Gather information on the location and level of fighting over the past few years and the other countries involved. In your opinion, what role should the U.S. or the UN play in Afghanistan? Discuss all suggested roles then have students express their opinions in a letter to either the U.S. President or the UN Secretary-General.

INTERNET: http://coombs.anu.edu.au/WWWVLAsian/Afghanistan.html

OLYMPIC HOMELESS: ATLANTA, GEORGIA--OLYMPIC GAMES; HOMELESS PERSONS

2. What problems have Atlanta's preparations for the Olympic Games caused for the homeless? In your opinion, are city officials targeting them? Explain. Conduct research into problems of the homeless in your own community.
   a. What problems do the homeless encounter? What services are available to them?
   b. Does a connection exist between homelessness and crime? Support your position with facts.
   c. Is homelessness an alternative lifestyle that should be tolerated? Support your position.

INTERNET: http://www.yahoo.com/Society_and_Culture/Homelessness/

CZECH FREE RADIO: CZECH REPUBLIC--TELECOMMUNICATION; PROPAGANDA

3. What role did Radio Free Europe play in the Cold War? How has its role continued with the demise of the Soviet Union? What new challenges does it face now? Assess the availability of newspapers and radio stations that are free of government control in eastern Europe and the CIS. Argue PRO or CON the need for Radio Free Europe to continue.

INTERNET: http://www.rferl.org/

BHANGRA MUSIC: INDIA--ENTERTAINMENT; BUSINESS--MUSIC

4. What is Bhangra music and to whom does it appeal? How has it provided cultural links between Indian and British culture? Ask students to name other musical "hybrids" and bring some to class to share. What audiences exist for the different types of music? Which ones enjoy a growing popularity? Discuss possible reasons for its/their success.

INTERNET: http://yucc.yorku.ca/~sanraj/bhangra.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

obligation	futility	critical period	factions	re-engage
stalemate	primping	quasi-police	privatize	hybrid

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******  **   **   *                                    Monday, April 29, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israel, Lebanon and Syria agree to a cease-fire.	3:30	4:30
HEADLINES	ISRAEL, U.S. SIGN DEFENSE PLAN...U.S. PRES. CLINTON TESTIFIES IN WHITEWATER CASE...MASSACRE IN TASMANIA...	1:10	5:40
DEMOCRACY IN AMERICA	Could free television air time be one way to "clean up" campaigning?	2:35	8:15
WEBSITE	Contact CNN via the World Wide Web CNN Interactive -- http://cnn.com Available through AT&T Business Network 1-800-660-BNET CNN Political -- http://AllPolitics.com	:25	8:40
ANCIENT AMERICANS	(PART I) The Pueblo Indians left only cryptic clues as to their disappearance.	4:55	13:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	15:20
KUWAIT (PT 1)	Kuwaitis find the life they had lived before the war can never be recaptured.	7:20	22:40
BURMA COOK STOVES	The UN suggests that clay cook pots might help save the Burmese rainforests.	2:35	25:15
BRITAIN MIND	Uri Geller is using telekinesis and the Internet to find a psychic successor.	3:10	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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TOP STORY: MIDEAST CEASE-FIRE

1. Use texts to discover the history behind the problems between Israel and Syria. Where are the Golan Heights and how do they figure in the current conflict?
2. Who has profited the most and lost the least in the present cease-fire agreement? Explain. Why might it be in Syria's best interests for Hezbollah to continue its hostile activities against Israeli troops in the Southern Lebanon Security Zone? Do you agree or disagree that this cease-fire is in the best interests of Mideast peace? Explain.
3. A lasting peace between Israel and her neighbors has been a difficult goal to achieve. Find statements by experts from the U.S. and Mideast nations on the effect the 16 days of fighting and the current cease-fire have on this goal. Compile these statements and compare and contrast the opinions. What do you think the experts believe about finding a lasting peace?

ANCIENT AMERICANS: PART I

4. Archaeologists believe that the Anasazi farmed the plains at the foot of their cliff dwellings or on the mesas above them. Getting home entailed dangerous climbs. Discuss reasons why these people chose to live in this perilous fashion rather than in dwellings built on the plains they farmed. Could there be a relationship between the location of their homes and their mysterious disappearance? Explain.
5. What is the difference between archaeology and anthropology? Use texts and encyclopedias to define clearly the role of each science. How do archaeology and anthropology help us "read" the history of ancient peoples? Explain.
6. Work in small groups to create a wall-sized mural or a large clay model of the Cliff Palace, using images from the video. Label and briefly explain each of the following: kiva, mesa, canyon, Colorado Plateau, pueblo village, petroglyphs.
7. Consider the video report. What lessons can be learned from the Anasazi's civilization, including its belief systems and mysterious demise? Write a "letter" from these ancient Americans to their modern-day counterparts expressing and explaining the lesson you consider most important.
8. Philosopher Alfred North Whitehead defined civilized society as one "exhibiting the five qualities of Truth, Beauty, Adventure, Art, Peace." Read about the Anasazi then write a short paper about their civilization, in light of Whitehead's definition.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

anthropologist archaeologist kiva Anasazi Four Corners mesa center place petroglyphs sipapu pithouses Hopi Zuni Rio Grande

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*      *   * *   * * DEMOCRACY IN
********    **    ** AMERICA DESK:  TV "FREE" TIME
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1. BEFORE VIEWING: Some political observers claim that campaigning is becoming less "civil." Do you agree or disagree with this claim? State your rationale.

2. AFTER VIEWING: What is the goal of the Free TV Coalition? What role does its members feel television has played in what they call the "mean, nasty, negative and cynical" tone of politics? How do Free TV supporters believe television can alter this trend?

3. What is a "talking head presentation"? Under the guidelines proposed by Free TV advocates, how would it differ from conventional campaign air time? Divide students into groups. Have each group list elements common to most campaign ads and infomericals, for example, the kinds of setting, music, props, etc., they have seen in television campaign ads. Have groups share their lists and, in class discussion, offer
   a. their analyses of the difference a Free TV segment might make; and,
   b. their opinions on whether or not Free TV would have a positive or negative impact on the campaign.

4. Read aloud the following statement by Paul Taylor of the Free TV Coalition: "This new format offers a way out. Maybe it can even begin to bring millions of tuned-out, turned-off citizens back into the public square." Ask students to interview voting age adults in their families to find out why there is a great deal of voter apathy among them. Reconvene the class and have students share their responses. Generate a class discussion about the role of the media, the candidates and the electorate in reversing the trend of voter apathy in the U.S. Have each student write an essay in response to the question: "Who is to blame for the low voter turnout in U.S. elections?"

5. Distribute the HANDOUT (pg 4) to groups of students. Direct each group to use its resources to either explain or offer an example for each of the media "milestones" given. Have groups share their findings and discuss the role of the media as an important force in U.S. politics. Challenge groups to predict the next "milestone" in the history of the American media.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
prime time John McCain Rupert Murdoch Paul Taylor Marvin Kalb
Fred Wertheimer Common Cause ABC CBS NBC CNN FOX

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******** ** ** STUDENT HANDOUT: POLITICAL "MEDIA MILESTONES"

DIRECTIONS: What role does the media play in elections and how did the media become such an important political force? For each event below, search your resources for more information and write a brief explanation or example in the space provided.

1690 -- First newspaper published

1789 -- First party newspapers circulated

1833 -- First penny press

1890 -- "Yellow Journalism" runs rampant

1900 -- Muckraking becomes the norm

1928 -- First radio broadcast of an election

1948 -- First election results covered by television

1952 -- First presidential campaign advertisements air on television

1960 -- First televised presidential debates

Present your information to the class, then discuss what you predict could be the next political "media milestone" and explain why.

----------CNN NEWSROOM: RELIABLE RESOURCES----------
"Landmark Events in the History of the American Media," AMERICAN GOVERNMENT: ROOTS AND REFORM, by Karen O'Connor & Larry Sabato. Allyn & Bacon, 1995. p. 579.

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******** ** ** NEWSROOM WORLDVIEW

KUWAIT (PART 1): KUWAIT--SOCIAL LIFE & CUSTOMS; ECONOMIC CONDITIONS

1. How successful have Kuwaitis been in reconstructing their former style of living? In what ways have their lives been altered by the Gulf War? What other factors are also causing changes in Kuwait? Create a display that shows the traditional Kuwaiti lifestyle prior to the war. Include as many aspects of their society as possible -- urban and rural settings, wealthy and poor persons, etc. Use pictures or notes around the sides to indicate how their lifestyle has changed as a result of the war. If you were a Kuwaiti, to what extent would you consider these changes to be improvements? Do any of the changes represent threats to the basic values of Kuwaiti society? Explain.

INTERNET: http://www.kuwait.net/kuwait.html

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BURMA COOK STOVES: BURMA--ENVIRONMENTAL PROTECTION

2. Why have the cooking habits of Burmese villagers alarmed those concerned about the rainforests? How is the clay cook pot thought to provide at least a partial solution to the problem? On a map of the world, plot the locations of the rainforests.
   a. Gather data about how rainforests have changed over the past decade.
   b. Examine changes in population for these areas over the same period of time.

   To what extent do you think population growth represents a major threat to the rainforests? Specifically, how has Burma's population grown? In your opinion, would usage of the new clay cook pots protect the rainforests better than a population control policy? Why/Why not?

INTERNET: http://sunsite.nus.sg/SEAlinks/burma-info.html

BRITAIN MIND: BRITAIN--ENTERTAINERS; PSYCHOKINESIS

3. Why is Uri Geller looking for someone else with the powers he claims to have? Why does he think young people have stronger parapsychic potential than adults? Gather information about Uri Geller and the telekinetic feats he has purportedly accomplished. Are his feats illusions or the result of parapsychic powers? CHALLENGE: Develop a parapsychic test using some of the things Uri Geller is able to do then conduct a study to test people for parapsychic potential. Share your results with Mr. Geller over the Internet.

INTERNET: http://www.urigeller.com/
http://www.pointcom.com/gifs/reviews/1_31b021.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

confrontation	refurbished	artifacts	socialize	heritage
efficient	depleted	parapsychic	verification	negativity

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******  **   **   *                                    Tuesday, April 30, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	U.S. President Clinton announces a ten-year anti-drug strategy.	5:20	6:20
HEADLINES	PLO PRESIDENT ARAFAT VISITS U.S. FORMER CIA DIRECTOR COLBY MISSING	:45	7:05
INTERNAT'L DESK	The U.S., China have some common goals in spite of unresolved differences.	2:30	9:35
CHECK IT!	The Olympic "super bike"...	:35	10:10
ANCIENT AMERICANS	(Part II) Castle Rock Pueblo holds clues to the lives and times of the Anasazi.	4:30	14:40
ONLINE CHAT	For more information on Wednesday's online chat with archaeologist Bruce Bradley, see page 4 of this Guide.	:25	15:05
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:30	16:35
KUWAIT (PART 2)	Young photojournalists find Kuwait a challenging place to get a story.	6:05	22:40
NEWSDATE	On this date...April 30, 1975...	:45	23:25
JAPAN NAGASAKI	Japan's new museum tells a more complete story about Japan's role in World War II.	2:40	26:05
PET LIBRARY	One can "check out" a pet in Calcutta.	1:00	27:05
CROATIA LOVE	"Vukovar" is a movie about love between a Croat and a Serb during the war.	2:35	29:40
CNN NEWSROOM WORLDVIEW	CLOSE	:20	30:00

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ANCHOR DESK

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* Chat with Archaeologist Bruce Bradley from CNN NEWSROOM's 4-part       *
*   series, "Ancient Americans." Ask about the mysteries of the          *
*   Colorado Plateau LIVE via America Online, Wednesday, May 1,          *
*  2:00pm ET.  Type Keyword: "CNN."  Check HANDOUT (pg 4) for more.*
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TOP STORY: CLINTON'S DRUG STRATEGY

1. Why was a Miami school the "logical" choice for Pres. Clinton's drug strategy kick-off? Does this new "policy" differ from the "war on drugs" of the past? Explain. What are possible conflicts and benefits of mixing politics and drugs?
2. Mr. Clinton plans to ask Congress to increase the budget for the war on drugs to $15 billion. Have students work in groups to "spend" the money on the proper "weapons," e.g., education, promotion, law enforcement, rehabilitation. Have groups illustrate their spending percentages on a pie graph and state

their rationale for their spending decisions.

EXTENSION: Have students select one area and design and present an effective strategy. E-mail plans to your representatives.

INTERNATIONAL DESK: U.S./CHINA POLICY

3. What differences exist between the U.S. and China? Why is the Clinton Administration "playing down" these major differences? What are some common interests toward which both China and the United States could work?
4. Divide the class into groups. Distribute the HANDOUT (pg 3) and assist groups in researching the U.S. and Chinese positions on each issue listed. Have groups record their information on the HANDOUT. Challenge each group to use this information to write a clear U.S. policy statement on relations with China.
5. As they view today's INTERNATIONAL DESK, have students list those terms and phrases generally associated with international relations. Students will want to list, for example, terms like trade surplus, sabre-rattling and human rights. Have students share their lists and, in class discussion, generate additional terms and phrases students often hear in international news stories. Assist students in researching and compiling explanations of each term. Have the class edit, copy and distribute their explanations for use in following international news.

ANCIENT AMERICANS (PART II)

6. What is the ancient mystery of the Anasazi? Explain how each of the following terms is a piece in the archaeological puzzle: kivas, pueblos, butte, boulders, skeletons, conflict, pottery shards, igneous temper, trade and modern Pueblos.
7. Guide students to use HANDOUT (pg 4) to develop questions for CNN NEWSROOM's chat on America Online, Wednesday, 2:00pm ET.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

drug policy "war on drugs" methamphetamines Four Corners
economic policy saber-rattling non-proliferation human rights

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*****  *    **    *        ***** DESK: U.S./CHINA, ONE-ON-ONE
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DIRECTIONS: Use your resources to help you compare the U.S. and China on each of the issues listed below. In the appropriate space, indicate that nation's position on the issue.

ISSUE	U.S. VIEW	CHINA'S VIEW
Nuclear Non-proliferation		
Status of Taiwan		
Trade -- Most Favored Nation (MFN) Status		

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Human Rights		

According to the video, some observers claim that the U.S. does not have a clearly defined policy regarding China. Use what you have learned through your research to write a policy statement on U.S./Chinese relations and share your paper with the class.

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******** ** ** STUDENT HANDOUT: UPCOMING LIVE CHATS ON AOL

This week, as CNN NEWSROOM and CNN NEWSROOM WORLDVIEW present two special series, CNN NEWSROOM on America Online will present two special live chats about the series.

Just sign-on to AOL; type Keyword: CNN; and, enter the "live conference" area.

WEDNESDAY, May 1, 1996 at 2:00pm ET
CNN NEWSROOM: Ancient Americans: The Anasazi
Guest: Dr. Bruce Bradley, archaeologist and specialist on the Anasazi

THURSDAY, May 2, 1996 at 2:00pm ET
CNN NEWSROOM WORLDVIEW: Kuwait Rediscovered
Guests: CNN News-Journalist Davin Hutchins and Photographer Laura Ingalls

DIRECTIONS: To get the most out of your chance to talk with the experts, follow these simple steps as you watch the series and prepare your questions and comments:

1. Gather facts and commentary throughout the series.
2. Correlate the information with others in your class and classify it according to sub-topics within the major topic.
   a. In what areas is information missing?

   b. What points require problems to be solved?

3. Write possible questions in the following categories:
   a. DECISION MAKING questions to help clarify pros and cons and alternatives within the concepts presented

   b. INVESTIGATIVE QUESTIONS to clear up historical mysteries or project the impact of the information on the future

   c. STRATEGIC QUESTIONS to help define strategies for finding and/or dealing with the information

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*      *  **   * *
********    **    ** NEWSROOM WORLDVIEW

KUWAIT (PART 2): KUWAIT--JOURNALISM; PHOTOJOURNALISM
1.   Why were the reporters given fellowships in Kuwait?  What
     reporting limitations were placed on them?  Compare the news
     media of Kuwait, Iraq, Iran and Saudi Arabia.
     a.   What percentage is government controlled in each country?
     b.   Which countries regulate and restrict privately owned
          stations most?
     c.   How would you characterize media freedom in this region?
     d.   Should Kuwait control the international media's access to
          information?  Explain your answer.
INTERNET: http://www.kuwait.net/kuwait.html

TODAY: UNITED STATES--HISTORY--VIETNAM WAR, 1961-1975
2.   Why did the events of April 30, 1975, signal the end to the
     Vietnam War?  Make a timeline of the events from the U.S.
     withdrawal in 1973 to the 1975 victory by the North Vietnamese.
     Was the end result inevitable?  What were the most important
     factors in North Vietnam's victory?  What did that victory cost
     South Vietnam?
INTERNET: http://saigon.com/
          http://www.vinet.com/ls_online

JAPAN NAGASAKI: JAPAN--HISTORY; WORLD WAR, 1939-1945--MUSEUMS
3.   Describe the focus of the museum in Nagasaki.  Examine Japan's
     actions during WWII, focusing on either the invasion of
     Manchuria, the occupation of Korea or the attack on Pearl
     Harbor.  Write a summary of the event from Japan's perspective.
     How would this version differ from one produced by an American?
EXTENSION: Write a "Letter to the Editor" of a Nagasaki newspaper in
     the persona of a Chinese or Korean visitor who has seen the
     museum exhibit.
INTERNET: http://www.arts.cuhk.hk/His.html#ww2
          http://www.dnp.co.jp/museum/icc-e.html

CROATIA LOVE: CROATIA--MOTION PICTURES
4.   What problems confront the couple in the film "Vukovar"?  In
     what ways is the film a true,"slice-of-life"?  Review articles
     on what happened in Vukovar during the war.  Why is the film's
     setting particularly appropriate for its content?  What effect
     do you think the film will have in Croatia and abroad?
INTERNET: http://www.movienet.com/movienet/festivals/boston/
               vukovarposterestante.html

------------------WORLDVIEW:  TODAY'S NEWS TERMS----------------------
sympathetic     terrorism   fundamentalism   stereotypes      conform
nationalities  hospitality     candor         incursion   animosities
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